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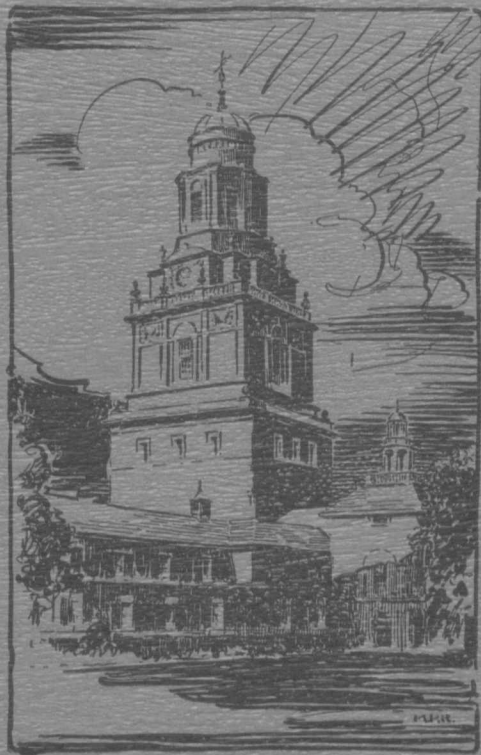


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THE YALE ALUMNI WEEKLY



THE YALE RESIDENTIAL COLLEGES

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The pencil drawings by M. Paul Roche are from a series that he has made of the New Yale; they will appear in portfolio form at a later date.

The descriptions of the architecture of the various Colleges are by Carroll L. V. Meeks, Yale 1928 and 1931 Art, Instructor in Architecture in the Yale School of the Fine Arts.

We are indebted to "The Bulletin of the Associates in Fine Arts at Yale University," for the article by Professor Sizer on the Paintings in the Colleges.

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THE YALE RESIDENTIAL COLLEGES



Pierson College Tower

THE YALE RESIDENTIAL COLLEGES



THE YALE PUBLISHING ASSOCIATION, INC.
NEW HAVEN, CONNECTICUT



*An Archway
in Saybrook College.*



History of the College Plan

BY CHARLES SEYMOUR, Yale 1908

Provost of the University and Master of Berkeley College

THE new Residential Colleges are a natural evolution from the old Yale system. In them is to be found little that is essentially revolutionary. Every sound academic venture must grow from roots that stretch back into past history and must derive its strength from vital tradition. Both on the intellectual and the social side (and at Yale social combine with intellectual factors to give the undergraduate an education) the College Plan seeks to capitalize values characteristic of the old Yale, some of which run the danger of disappearance under modern conditions. Change is necessary in order to avoid decay. The important thing is to see that the external change that is essential to life shall maintain and not impair the internal spirit.

Yale was founded upon the principle of the small college, with its vivid *esprit de corps*, drawing its inspiration from the example of the English colleges. It was a family the members of which, Faculty as well as students, were intensely conscious of the bond that held them together. From the earliest days, the Faculty, primarily the tutors, regarded themselves as responsible for the intellectual welfare of the students. The tradition of "good teaching" at Yale is

very old. The students, following the natural tendencies of youth, emphasized the social rather than the intellectual aspects of the bond, and developed that sentiment of solidarity that came to be called "Yale Spirit." Both aspects have persisted and their vitality may explain the fact that Yale has produced both eminent scholars and distinguished citizens. Four years on the Yale Campus prepared the undergraduate not merely for intellectual power but for a sense of social responsibility.

As Yale increased in size and as the curriculum became more complex, the original single-unit organization became inadequate. Graduate and professional schools were founded. Another undergraduate unit, the Sheffield Scientific School, was set up. The University spirit permeated the institution before the official name College was changed to University. But always the undergraduate body was regarded as the soul of Yale. Changes in organization were developed to meet changed conditions. The Class, now as large as the old College, became an undergraduate unit, with its own highly developed *esprit de corps*, bound always to the other Classes by the sense of loyalty to the larger all-embracing Yale.

But as the Classes continued to grow in size, as the semi-monastic life of the student was invaded by the pleasant but disturbing influence of the automobile and the week-end party, as the increasing freedom of choice in studies threw Freshmen with Juniors, Sophomores with Seniors, the integrity of the Class as a unit broke down. Students in their large lecture courses were far removed from the Faculty. They lacked the supervision of the tutors of the early Yale. The Faculty itself was threatened with a loss of its sense of responsibility for the student. There was danger lest the Yale Faculty come to regard its function as merely the increase of knowledge in some special field rather than the education of Yale undergraduates. The process was hastened and intensified by the break in the continuity of Yale life occasioned by the War.

Obviously there was need of some plan that would give cohesion to the undergraduate body and prevent it from becoming an amorphous mass in which the old values would disappear. Any attempt to rebuild the Class as a vigorous unit of organization promised no results. Class spirit had sprung up naturally as the result of certain conditions. Those conditions had now passed. But a return to the principle of the original small College seemed not merely desirable but possible, provided it could be given physical expression. For more than half a century Yale had operated on the two College system—the Academic and the Scientific Departments. It might operate with even greater success on a ten-college system, each unit possessing the values of a small college with the added advantage of membership in a great university.

Fulfillment of such an idea was made possible by the generosity of Edward S. Harkness, B.A., 1897, devoted benefactor of his *alma mater*, who has taken the keenest interest in the intellectual and social welfare of the undergraduate. In 1930 he provided funds for the building and educational endowment of eight quadrangles which, following Yale tradition of the Eighteenth and Nineteenth Centuries, were called "Colleges". During the three previous years a Faculty committee, including the Deans of the undergraduate Schools, had worked out the essential details of the plan. It was approved by the Faculties of those Schools and the Corporation, and endorsed by the Alumni Board.

The plan provides ultimately for ten Colleges, each of them including from 170 to 200 undergraduates. Experience abroad and in the United States has proved that there is definite academic value in a unit of approximately such a size, and it is conclusively borne out by the history of the Class at Yale. Members of the three upper Classes in Yale College, the Sheffield Scientific School, and the Engineering School are admitted to the various Colleges so far as possible in accordance with their individual preferences. Members of the Freshman Class are to live on the Old Campus.

Each College has its own dining hall, in which all the members are expected to take the majority of their meals. It also has its own library and common room, providing facilities for reading in serious and light literature and for social gatherings. A Master, who resides in a house attached to the College quadrangle, is in charge. He is assisted by a group of Faculty members, Fellows of the College, whose studies are in the quadrangle and who if unmar-

ried have their living quarters there. The Master and Fellows assume responsibility for the educational welfare of the student group in the college. They are expected to guide the undergraduate in his choice of courses, in his supplementary reading, in his preparation for final examinations. Opportunities are thus opened for personal contact between Faculty and undergraduates. The basis of such contacts is not the tyrannical schoolmaster and unwilling school boy relationship, but the principle of co-partnership for the conquest of learning. Opportunities are also opened for the undergraduates to develop social relationships with men of their own age, intimacies which Yale believes to be an invaluable part of education.

The College Plan leaves intact the essential fabric of Yale, both intellectual and social. It provides the chance for development; it does not impose a definite system. On the social side it will wipe out distinction between Yale College and the Sheffield Scientific School; all undergraduates are given equal opportunity for membership in the Colleges. The Fraternities face a new situation and are adapting themselves to new conditions. The recent development of the Junior Fraternities into eating clubs, which dates back less than a decade, will be interfered with by the College dining halls. They will have to seek some other *raison d'être*, a condition which they realized in earlier days with reasonable success. As might have been expected, leaders in the Fraternities have loyally recognized that the social interests of the non-Fraternity student have needed some such protection as the Colleges will provide. Yale's social organizations have always put the welfare of the institution as a whole above any special interests, and, as conditions changed, have adapted themselves so as to serve and not to hamper that welfare.

The College Plan does not touch directly the organization of varsity athletics. In the long run its effect should be to stimulate interest in intercollegiate contests with Yale's natural rivals. It provides an opportunity for the development of intramural sports between College and College, and makes it possible for the undergraduate who cannot hope to make a Varsity team to satisfy his love of participating in competitive sport.

In the strict educational sense the College Plan leaves control of requirements for the Bachelor's degree in the hands of the undergraduate Faculties; control of formal courses of study is left, as at present, in the hands of the Departments under the supervision of those Faculties. Students are admitted to lectures without regard to their membership in this College or that. The function of the new Colleges is not to replace the old Faculties but to supplement their teaching: not to provide the student with a new taskmaster but with an ally.

Academic prophecies are usually vain. An institution, especially a university, is made by its men rather than by its organization. Yale's College Plan starts with the advantage that it is not cut out of whole cloth but has evolved naturally, almost inevitably, from Yale's historical past. It makes possible on the basis of the undergraduate tradition of the old Yale, the continued vitality of the new. Whether the opportunity is fully capitalized will depend upon the men, Faculty and undergraduates, who will operate the College Plan.



The Educational Aspects of the College Plan

BY WILLIAM CLYDE DEVANE, Yale 1920
*Assistant Professor of English, and Fellow of
Pierson College*

IT is a legend of Taylor Hall, of the old Divinity School which has now given way to Calhoun College, that Ralph Waldo Emerson once stood before its new brick-Gothic entrance and wondered if there would ever be students worthy of living in such a magnificent building. A question somewhat comparable must arise in the minds of many an old graduate of Yale—and we must reckon ourselves old if we have been out ten years—as he gazes at the new and beautiful masses of stone and brick which make up Yale's new Colleges.

He must have asked himself if a fitting new ideal is to inhabit and inform these buildings which seem to him to have changed the visible appearance of his old, familiar Yale so much. He knows that because Yale is alive, she must change and grow; but he dreads revolution, especially when the changes seem to have all but obliterated the features of a spirit that is still precious in his memory yet. Fearful of too sudden change, he rightly asks if there is an educational plan, an informing spirit, worthy of this splendid new setting, and what that plan may be.

It may comfort him, in answer to this question, to know that the Residential College Plan is neither sudden nor revolutionary, but is the inevitable development, slow in maturing, of ideas inherent in the old Yale. The trend towards the College Plan, in education at least, had begun some time before there was a single building to indicate the change. To understand properly the development of Yale's educational program, we must look back into the history of the institution more than thirty years.

In the last quarter of the Nineteenth Century there was evident in America a need for great national universities; and Yale, in common with Harvard, Johns Hopkins, Chicago, and Columbia, undertook to fill that need. With what success she has continued that policy and has held her place with the best, under the administrations of President Hadley and President Angell, one may see from her position of honor among American universities today. While this vast change was going on and Yale was developing as a university with great graduate and professional schools, it was but natural that Yale College and the Sheffield Scientific School should have had to share the honors with these rapidly expanding departments. And in the meantime, because of her reputation and because of the democratic ideal of education which swept the country, the numbers of students in the undergraduate schools increased enormously. This growth was especially notable at Yale after the War, when young men came in hundreds to seek the civilizing influences of a liberal education. It ought to be said to the credit of Yale that in this situation she sacrificed the undergraduate to the university ideal less than any great university that I have cognizance of in America. In the undergraduate schools, while the University expanded, the magnificent tradition of Yale's teaching held on, the lectures were as brilliant as ever, and the scholarship as sound.

Yet the methods which had served admirably to educate the smaller classes of the old days were becoming more evidently inadequate for the larger numbers, and definite faults had developed. The lectures,

by means of which most of the upperclassmen were educated, were in danger of becoming, because of the hundreds who attended them, ineffective or merely informational. They were finished and brilliant exercises, and they contained materials, already assimilated, which the student could not have gotten elsewhere, or only at the expense of years of study. "Hastened living" they were indeed for the exceptional man; but the average student too frequently merely took notes industriously in class, and without too much effort on his part clicked his career off in the half-yearly examinations.

It was most fitting and just that America should give long trial to the notion that all men are capable of education, and happily there lingers still about Yale some of that healthy, and a little touching, faith in the abilities of the common man. But genuine education cannot be a wholesale affair, and, as it has been observed before now, there is some hidden paradox buried deep in the nature of education itself which defeats that generous ideal. For the educated man is the extraordinary man, an individual unique in himself. Communal education, it should now be evident to us, produces a community mind, a sad average. The truly educated man, because his education has been a personal experience, is an individual, and therefore different. The best service that Yale can do for America is to produce educated men who will bring their richness of spirit to the professions, to church and state, to literature and business.

Perhaps part of the reason why we in America have had such a meagre return for the enormous expenditures which have been made in the name of education is, as a brilliant essayist has put it, that "most state educations are in the situation of gardeners who should dig and manure heartily without knowing if the crop is to be mushrooms or turnips." But to anyone who has watched the trend carefully it is evident, I think, that Yale has been moving slowly but surely towards an ideal of education for her undergraduates. As early as 1915 Yale recognized formally the principle that undergraduates of initiative and capacity, who were willing to do special work, ought to be granted corresponding freedom. Honors courses were instituted in the undergraduate schools, whereby the excellent student was liberated from a part of his regular courses in order that he might avail himself of a more intensive study of his chief subject, under an individual tutor. In 1920 the University authorities faced the problems raised by the mass of students. In that year the Common Freshman Year was established with the expressed purpose of giving Freshmen excellent teaching in small classes. This took at once eight hundred and fifty students from the overburdened Yale College and the Sheffield Scientific School, and thus left those Schools the more free to concentrate upon their particular education objectives. Perhaps the most notable feature of undergraduate education at Yale in the 'Twenties was the expansion and development of the conference type of work. So successful was the experiment of giving Honors students a degree of freedom, that this step was followed by the inauguration of the "Dean's List", whereby all undergraduates of excellent standing were freed from compulsory attendance upon their classes. This put the superior student on his own responsibility for his work, and left him freer to follow his genuine intellectual interests. In the past three years, in spite of economic difficulties, the pace of this progress has quickened perceptibly. In 1931 the number of courses required of the undergraduate each year was reduced to five, and to four in the case of the superior student, and the courses were weighted more heavily. This made it possible for the undergraduate to concentrate his activities more intelligently. The usual Junior or Senior in Yale College in 1932-3 probably attended on the average—exclusive of his frequent conferences—ten classes a week. This may seem a light burden to those iron men of old years, but in my opinion the ordinary

student at Yale now does twice the amount of work that his father did here, and probably does it better.

But fortune never comes with both hands full, and with the new freedom which the undergraduate has slowly acquired have come new responsibilities. When the number of required courses was reduced the old mid-year examinations were abolished, and now the rueful student has to retain from September until June all he has heard, read, and thought concerning Foreign Relations, Banking, or the Literature of the Seventeenth Century. Nor is this all, for at the same time the "Reading Period" was introduced. I count this new device among the responsibilities because the undergraduate, in general, so regards it. In the Reading Period, for a total of five weeks during the year, at three separate times, the undergraduate reads for himself material related to his courses. During this time lectures are suspended, but the instructors have outlined suggestions for the reading and are available in their offices for conferences. All of these devices are artful dodges to shift the responsibility for mastering a subject from the professor to the student. And what the undergraduate learns by his own efforts, he learns indeed. At any rate, the modern undergraduate is discovering how to go about a task which involves selecting, assimilating, and organizing his material, how to think in wholes instead of in fractions, and if he does not have as much information crammed down his throat as undergraduates did formerly, he knows what he knows more surely; he has assumed a greater responsibility for his own education, and is in a fair way to become an independent man. These changes of the last three years have materially improved the quality and have altered for the better the kind of work which the undergraduate is doing at Yale.

Thus far, to the present date, have progressed the plans of Yale for the education of her undergraduates. And now in the natural line of this development comes the Residential College Plan. Because the interests of the undergraduate are still most dear to Yale, the plan was evolved with the object of winning again the virtues and superiorities of the smaller and more intimate methods of education, without for an instant foregoing any of the advantages of a great university. The general purpose of the Residential College Plan is to provide in each College a Faculty group under the leadership of the Master, who will undertake to give special guidance to the students of the College in the process of self-education. In September, 1933, the plan began to function. Because of financial economies forced on the University by the depression, the amount of time that can be devoted to the guidance of individual students will be at first less than had been anticipated. To pluck comfort from necessity, however, there may be great advantages in starting slowly, for the development should now be a steady and natural one, tested at each step by experience.

Supported by funds especially devoted to undergraduate interests, the Colleges are organized to foster the conference, or tutorial, type of instruction. It will be their function to enrich in variety the intellectual opportunities offered and to stimulate the interest of the individual. The student of the future will still attend a number of the great formal courses; the remainder of his time will be spent working on the subject of his major interest, under the guidance of a Fellow of one of the Colleges, who will meet him individually or with a small group.

To just what proportion of the total number of students it will be wise to extend the Honors work eventually, is one of the questions which experience can best determine. As soon as it is possible to do so, however, the Colleges plan to give to *all* undergraduates the advantages of individual guidance—as distinct from individual or seminarial *instruction*—throughout their college careers. Not only will a Fellow of the College guide the student in the selection of his courses, but he will keep in close touch with his progress and aid him in supplementing his courses

through outside reading. Under such guidance the student should emerge with a more co-ordinated education—with sufficient variety in his courses that his education may not be narrow, but with sufficient concentration that his knowledge may be something of an integrated whole.

To make *every* undergraduate's education a more personal and intimate experience, to put him for three years in closer contact with cultured and learned men; and to provide for the *better* student more direct and fruitful contact with his instructors and fellow-students through the plan of giving him an important part of his education intensively under the direction of a Fellow of his College; these may be said to be the educational ideals of the Residential College Plan. It is hoped that the plan will foster in the student that intellectual independence and sense of moral responsibility which he must possess if he is to take his place in the world as a genuinely educated man.

The future steps in the development of the plan for undergraduate education seem to me to be indicated by the direction of the changes that have already occurred. That direction has been towards giving the undergraduate more freedom and more responsibility. In time, I think, every student ought to be expected, as are our Honors students now, to master a whole field of knowledge in the four-year course, and to exhibit his mastery in a comprehensive examination at the end of his College career. This will require considerably more intellectual effort and independent thought than his present task of mastering the matter of single courses and remembering it only until June. It is my opinion that our students can bear this burden, and that the best of them are eager to undertake it. But if this plan is to be effective, it is absolutely necessary that the student have expert guidance and assistance in his task. This he will get in part from his formal courses, but it is just here that the Colleges can provide that co-ordination and direction to the individual student which are essential in a plan of this sort.

Yet here again there must be a judicious use of energy and funds, for this system of education is so expensive, and the funds by comparison are so limited, that it will hardly be possible at first to give intensive instruction to more than that quarter of the students who most deserve it. By any accounting it will be an excellent investment to lavish a disproportionate amount of money and care upon the most promising. It may be necessary to come to the plan which the years have taught Oxford and Cambridge, and to consider the students in two groups, those who aspire to "Honors" and those who hope to "Pass". It will still be possible, I think, to give the "Pass" men, who are the bone and sinew of our nation, as good a college education as they could acquire anywhere in America. They will still have the older Yale education in their formal courses, capable guidance from their College instructors, and the associations and privileges of the College in which they reside.

It is a common mistake for men to ascribe more virtue or vice to a system, whether it be of government or of education, than any system can merit. A good plan may clear the way, and a poor one may clog, but even a good one may fail disastrously if poor men con-

trol it. Ultimately no system is greater than the wisdom of the men who operate it. Happily for Yale, the tradition of good teaching which seems to have been here from the beginning, and her steadfast refusal to scant undergraduate education, find her at this juncture of affairs with a nucleus of young men, able scholars and teachers, who are already for the most part associated as Fellows in the new Colleges. But their numbers must be augmented, of course, and they must be freed to do their share of this new work. Further, one of the most cheering omens for the future is that the Colleges are not narrowly the entire affair of the undergraduate Schools. The riches of the University are requisitioned, and almost all the Colleges number in their lists of Fellows members of the Faculties of the Law School, the School of Medicine, the Divinity School, the Forestry School, the School of Fine Arts, the School of Music, and the Graduate School. The association of these men should have a liberalizing effect on the educational policy of the Colleges; and here, if the undergraduate will take it, is one of the richest opportunities in education that could be offered to him. Contact with these men should quicken the tempo of his development, and he ought to complete his college career with outlook broadened by association with various types of matured minds.

It is not possible for long to dissociate the strictly educational aspects of the College Plan from the social ones. One may expect undergraduate life in general to be more comfortable and more civilized. In the smaller groups the average undergraduate should develop latent talents, lost amid mere numbers under the present system. In the pleasant surroundings of the small College library, he will read for his pleasure and profit, far more at ease than he could in the great library of the University; though it is to be hoped that the natural inadequacies of the smaller library will frequently send him to the greater. One might even say that it is where the educational and social aspects of the College Plan meet that the greatest educational gains are to be hoped. For, while genuine education is an individual experience, the process of gaining that experience has its social aspects. The development of ideas in most men is a social as well as a personal affair, and the student naturally turns to his contemporaries to test the validity of his opinions. No matter how perfectly the informational aspects of his studies have been mastered, the student is not genuinely educated unless he has learned to bring to those studies an active and critical mind; and in the development of that active critical faculty, discussion plays a vital part. It is this by-product, after all, for which educators—as distinct from educationalists—really labor; and if the educational program of the College Plan accomplishes its purpose, intelligent discussion will abound. After all, the new surroundings offer ideal conditions for its appearance among the students; and if the Fellows of the Colleges are the gracious company of scholars that I take them to be, the students should find in the Dining Halls, the Common Rooms, and in the studies that atmosphere of good talk which is an essential part of education—good talk concerning music and poetry, science, art, and politics, and all the affairs of civilized men.

Plans for College Athletics at Yale

BY MALCOLM FARMER, Yale 1904 S.

Chairman of the Board of Control, Yale University Athletic Association

WITH the formation of the Residential College Plan at Yale University, it was evident that, beginning with the College year of 1933-34, a change in the athletic program was needed to conform with the broader housing plan. The old method in intramural athletics of using the classes as the competitive units was destined to cease. Due to the size of each class, it was difficult to communicate with members and, furthermore, classes, as such, no longer have real traditions to bind them together other than a similar date of graduation. It was deemed advisable to drop that form of competition, and in its place to substitute the Colleges as the athletic units. Because of the nature of the College Plan, (i.e., the smaller size of residential groups, the three years of residence, individual dining halls and libraries) these units are bound to have a rather strong social development, and a very beneficial effect upon the athletic activities of the students.

The intramural athletic program is to be controlled by the Inter-College Athletic Council, which is a group made up of one undergraduate from each College or group, a College Master, and the Inter-College Athletic Secretary. This council will formulate the policies for the conduct of all inter-College athletics, designate the character of awards and trophies, lay down rules to regulate the scoring of the leagues in each sport, declare league winners and award trophies, approve the appointment of coaches and regulate their activity, determine in what sports there will be a league, make rules to govern the eligibility, and consider all recommendations of the Sports Committees. This council was appointed in the Spring of 1933.

Supplementing the Inter-College Athletic Council are the different Sports Committees. In each sport the captain, as soon as elected, becomes a member of that committee. These captains, in any particular sport, with the Inter-College Athletic Secretary, form the committee in that sport. Their duties will be to arrange schedules, agree on rules governing play and scoring in contests, recommend individuals for awards, and, in the event of tie, agree upon the team to represent Yale in a contest with a similar league winner at Harvard. The captains will also decide other matters that would properly come under their jurisdiction in their particular sport.

The plan, at present, is to practice the principle of non-paternalism, allowing athletics to develop as spontaneously as possible; to let the Colleges formulate their own policies, unhindered by outside interference, with final responsibility falling upon the shoulders of the undergraduate committees. The Yale Athletic Association will furnish equipment wherever possible, arrange for practice and playing fields or gymnasium floors, and secure suitable officials for all contests. An Inter-College Athletic Secretary has been appointed to look after these details, arrange contests with other Universities, be an ex-officio member of all student committees, and to act as the interlocking link between the Colleges and the Yale Athletic Association.

The coaching will be under the *direction* of the student team Captains (not necessarily by them) and on an entirely unpaid basis. There are a number of possibilities in this informal coaching. The Master, or Fellows, in a College, a member of the Graduate School, a graduate, or some enthusiastic follower of the sport who lives in the near vicinity, could act as

coach. This new and spontaneous method of coaching will be closely adhered to in football, soccer, hockey, basketball, baseball, and lacrosse, where the important essential is team play, thus requiring a separate coach to mold each College team into a unit. However, track, fencing, boxing, wrestling, tennis, squash, and golf will be under the direct supervision of the coach of the Varsity team, and all individuals will receive the same attention as the members of the University team. In rowing and swimming, special coaches will be employed by the Yale Athletic Association, to coach all the College teams.

Last Spring an undergraduate Athletic Secretary and an Assistant Athletic Secretary were appointed in each College. In most cases, the Athletic Secretary of the College was also appointed to the Inter-College Athletic Council. In order to hasten the work of these College Athletic Secretaries during the first year, return postal cards with the various sports listed, were sent to all the students in the University, with a request to check the sports they preferred to take part in during the coming college year.

The results were quite gratifying. Over 1,000 cards were returned by students wanting to take part in at least three different branches of athletics during the year. Of course, a great many will compete in some sport for at least one season of the year. Classifying these cards as to Colleges and tabulating the results, it was found that there were sufficient students in each College for all the different forms of athletics. Outside of the Varsity, Junior Varsity and 150 lb. squads, it was found that over 240 men wanted American football and about the same number preferred touch football. It was very evident that the prospect of a greater number of teams stimulated the interest and greatly increased the number of active participants.

It is planned to have each team play at least twice a week, with three practice sessions. The frequency of the contests and the additional number playing should develop many Varsity candidates who would otherwise have been latent material in the University. Any of these College players can be elevated to the Varsity squads at any time, that is, if his progress warrants that promotion. For this Autumn, the champion College Football team of Yale's Inter-College League will play a similar championship team from Harvard in the Bowl, November 18.

Although football commanded the greatest amount of attention by the students on this questionnaire, other sports proved to be a close second. Squash racquets, because it lends itself naturally as an informal sport, and due to the many and convenient squash courts, received 350 students who preferred this sport in the Winter. Swimming, hockey, and basketball will have no trouble getting a representative team in each College. In the Spring, baseball (regular and indoor) drew the attention of many, but was closely followed by tennis and rowing.

There is no doubt that the College Plan will strengthen the intramural athletic program at Yale. The interest is here and will manifest itself if a suitable program can be created. This program must come from the students, invented and governed by them, if the plan expects to prosper. It is a step forward, and it will be interesting to follow the progress and development of athletics at Yale under this new plan of getting the bulk of the students actively taking part in all sports.



Calhoun College from Elm Street



*An Oriel Window in
Branford College, seen from Library Street*



*Colonial Cottage below the
Northern Facade of Davenport College*



*A Corner of the Sterling Memorial
Library from Trumbull College*



*Jonathan Edwards College
and Harkness Memorial Tower*



The Library of Trumbull College



JONATHAN TRUMBULL (1710-1785)

Revolutionary War Governor of Connecticut

By his son, John Trumbull, whose famous collection of paintings is in the Yale Gallery of Fine Arts

Pictures on the Walls of the New Colleges

By THEODORE SIZER

Associate Director of the Yale Gallery of Fine Arts

WITH the advent of the new "College Plan" this Fall, interest is directed, quite naturally, to the men in whose honor seven of the nine Colleges are named. Pictures of all of these men are fortunately in the possession of the University, with the exception of that of Rev. Abraham Pierson (1645-1707), whose statue, a gift of Charles Morgan, was "the first ornament" to the college grounds according to President Porter's report of 1874. A writer in the *Yale Courant* for June 26 that year stated that "as there is not the slightest pictorial representation of the old Rector in existence, the artist, Mr. Launt Thompson, of New York, was thrown entirely upon his imaginative powers. The statue, then, is not the portrait of a man, but the ideal representation of a type,—the type of men by whom Yale was founded." The Irish-American sculptor, Thompson, who, at the time, was Vice-President of the National Academy of Design, was given an honorary M.A. by Yale in 1874.

Of Jonathan Edwards (1703-1758), Yale 1720, there are two portraits, one, an early copy, possibly after John Smibert (identical to one owned by Eugene

Phelps Edwards of Stonington, Conn., from which it was undoubtedly copied), presented in 1860 by the Hon. Jonathan Edwards, Yale 1819, and a portrait, the gift of Arthur R. Kimball, Yale '77, "composed from several old portraits by John F. Weir, 1910," according to a notation on the back of the canvas. The leaden sundial which belonged to Elihu Yale, and which bears his arms and date of 1708, the gift of a group of alumni in 1922, has been set up at the end of the court-yard of Jonathan Edwards College.

In Trumbull College there is an early portrait of the royal and Revolutionary governor, and also a later portrait, three-quarters life-size, both painted by his son John. The University possesses one other portrait of Jonathan Trumbull by the hand of his son, the "patriot-artist," a miniature, which will remain in the Gallery as a part of the Trumbull Collection. The early portrait of the governor hangs at one end of the Common Room in the College. The quotation from Washington, "Let us consult with Brother Jonathan," is carved near the portrait and on axis, at the end of the dining room, there hangs a full-length portrait of Washington attributed to Rembrandt Peale, lent to

the Gallery last year by deLancey Kountze, '99, for the Washington Bicentennial Exhibition.

Davenport College now has the portrait of John Davenport (1597-1670) painted by Deane Keller, Yale '23, B.F.A. '25. He has used as a document the anonymous picture hanging in the Gallery painted four years after Davenport's decease. Though in possession of the College as early as 1727, it is of unknown provenance.

In the Common Room of Berkeley College will be hung a copy of the large canvas of Bishop Berkeley and his Entourage, painted by John Smibert in Newport, R. I., in 1729, and said to be the first group portrait painted in America. This copy has been executed by Donald E. Forrer, Yale B.F.A. '32, who has incorporated certain differences in composition which appear in the small Dublin replica of the Yale picture. The group portrait, a gift in 1808 of Isaac Lothrop, had been discovered by President Dwight some eight years before.

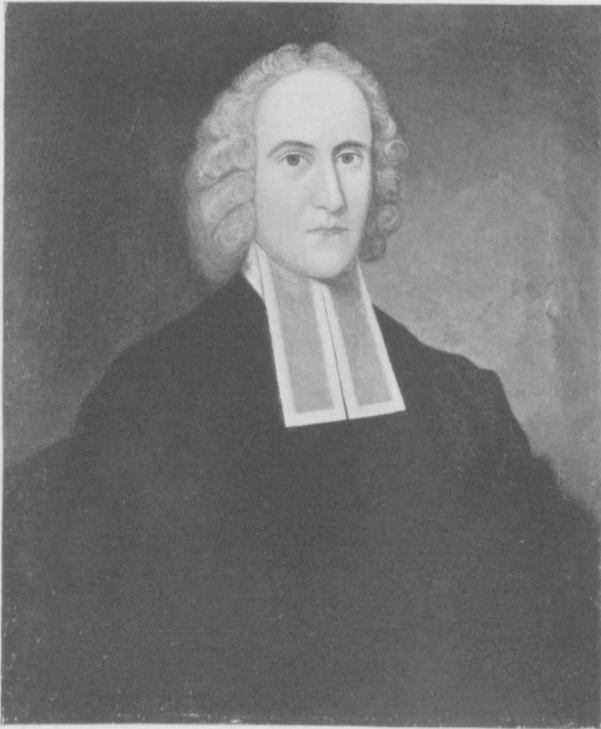
There are three portraits of John C. Calhoun (1782-1850), Yale 1804, in the University's collections; a miniature by John Trumbull, an oil presented by George Dudley Seymour, Hon. M.A. '13, and the one

by Edward Mooney, N.A. (see opposite page), a recent gift of the family of Edmund Terry, '37, through Miss Marion Terry.

When Silliman College comes into being there will be three portraits—by George W. Flagg, Matthew Willson and Nathaniel Jocelyn—and a bust by Chauncy B. Ives waiting for it.

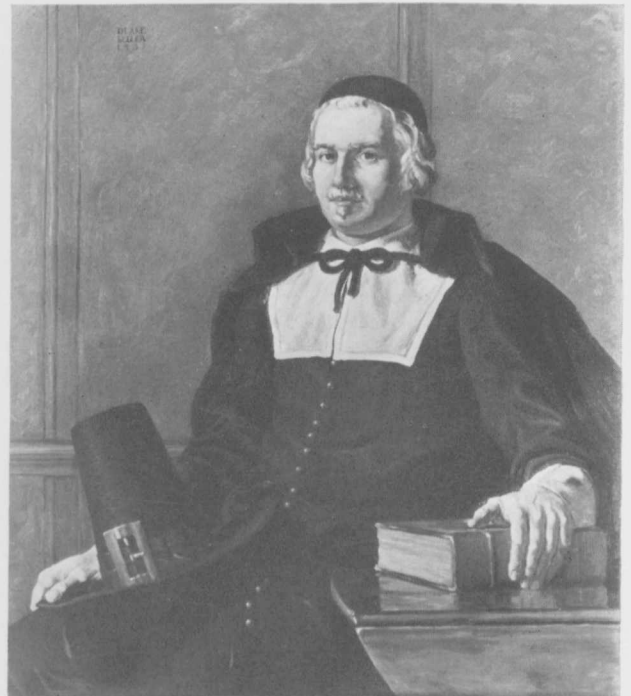
In Saybrook and Branford Colleges are the portraits of Mrs. Stephen V. Harkness and Charles W. Harkness, '83, by Albert Herter. The portrait of Edward S. Harkness by the English painter, Frank O. Salisbury, presented at Commencement by a group of alumni, is also hung in Branford College. Charles Webb, '97, has presented a portrait of his grandfather, Caleb Halstead Shipman of Saybrook, Conn., by Rembrandt Peale, which has been appropriately hung in Saybrook College.

C. E. H. Whitlock has given the Gallery from time to time, old framed prints of New Haven and Yale. Many of these have been placed in the public rooms of the new Colleges. It is hoped that the several Colleges will acquire many more associative and decorative items for their walls.



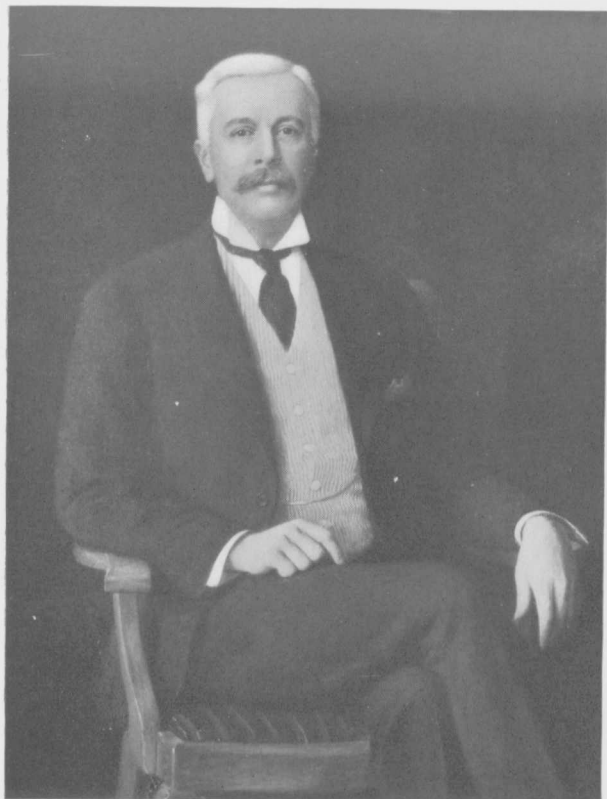
JONATHAN EDWARDS (1703-1758)

Yale College, 1720. New England Philosopher and Theologian and a President of early Princeton. A copy painted after Smibert

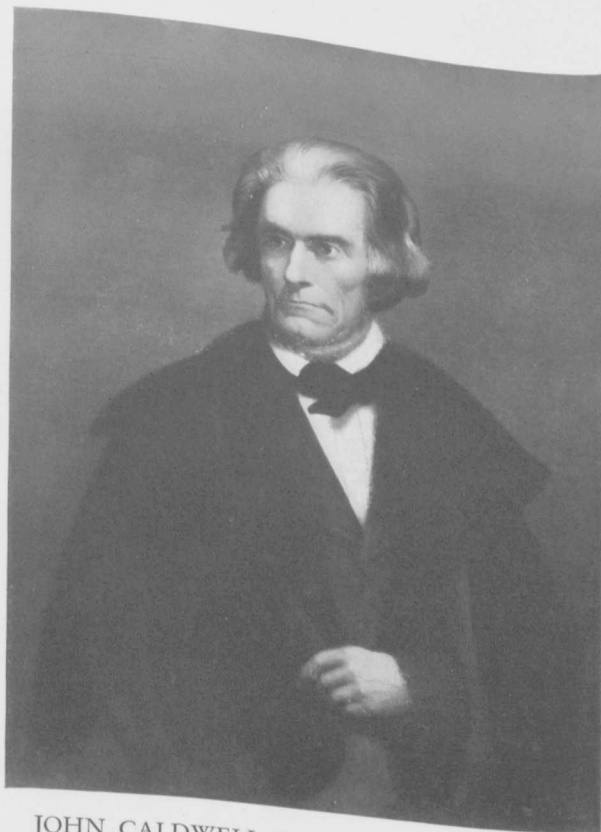


JOHN DAVENPORT (1597-1670)

Puritan leader and minister who with Theophilus Eaton settled the New Haven Colony in 1638. Painted, from an early anonymous portrait, by Deane Keller, Yale 1923



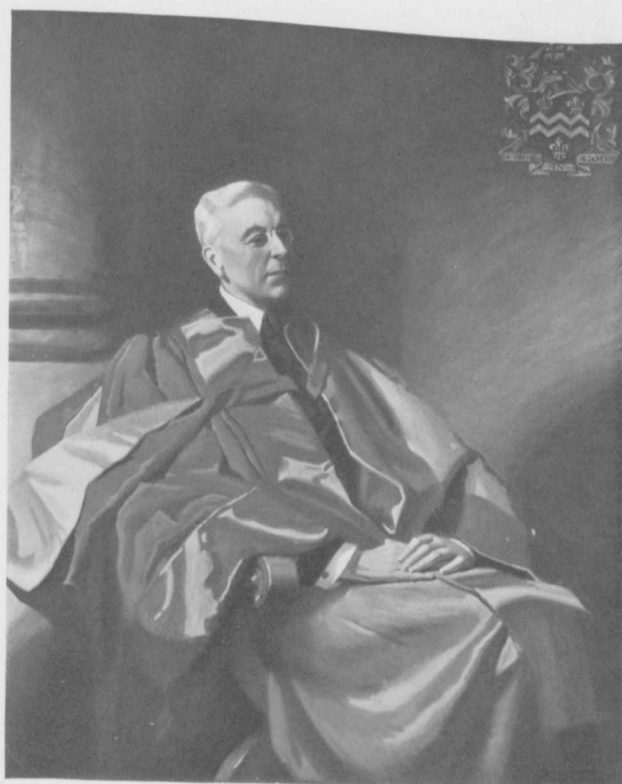
CHARLES WILLIAM HARKNESS (1860-1916)
Yale 1883. Painted by Albert Herter



JOHN CALDWELL CALHOUN (1782-1850)
Yale College, 1804. Vice-President of the United States,
1825-1831. Painted by Edward Mooney, N.A.



MRS. STEPHEN V. HARKNESS (1837-1926)
Painted by Albert Herter



EDWARD STEPHEN HARKNESS, Yale 1897
Painted by Frank O. Salisbury



THE COLLEGE PLATES

LEFT: (Above) *Jonathan Edwards College*—green border suggesting the theology of the great New England divine: the hour-glass, the Devil and an Angel, an Indian and a Puritan (*designed by William Douglas*)

(Below) *Davenport College*—the Davenport family arms, a chevron between crosses, in black and red (*designed by Frederick W. Dunn*)

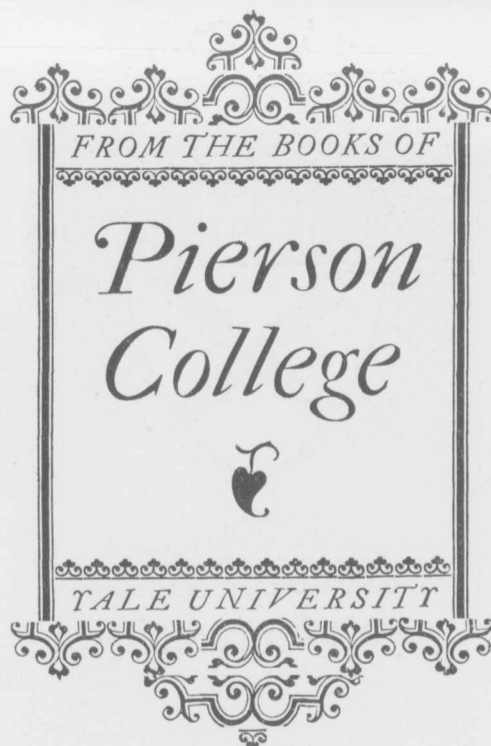
CENTER: (Above) *Pierson College*—border conventionally depicting the red brick buildings about Pierson Court (*designed by Frederick W. Dunn*)

(Center) *Branford College*—border contains the signatures, in the brown of old ink, of the ten Connecticut ministers who "founded" the Collegiate School in 1701 (*designed by Frederick W. Dunn*)

(Below) *Trumbull College*—center design adapts the three bull's heads of the Trumbull family arms, in a wreath of green Connecticut tobacco leaves (*designed by Prof. Theodore Sizer*)

RIGHT: (Above) *Saybrook College*—border in old mulberry contains the fifteen grape vines of the seal of Colonial Saybrook, where the Collegiate School held its first Commencements (*designed by William Douglas*)

(Below) *Calhoun College*—center design bears "in chief" the book from the University arms and the saltire of the Calhoun clan; yellow, blue, and black are the colors



The Bookplates, China, and Silverware of the Colleges

BY CARL A. LOHMANN, Yale 1910
Secretary of Yale University

IN the bookplates, china, and silverware for the Colleges will be found a variety of treatment which gives each College distinctive decorations of its own.

Branford College, named for the town where Yale's founders first met in 1701, has for its bookplate a drawing of the building in which the historic gathering took place—the house of the Rev. Samuel Russel. The design, with its border of elm leaves, is the work of Professor Edwin C. Taylor. Facsimile signatures of the ten Connecticut ministers who met in Parson Russel's house decorate the Branford china. Around the plates, in the brown ink characteristic of old manuscripts, appear these signatures, separated by bird-like ornaments taken from old diplomas. The scribes of the early diplomas liked to begin the "Omnibus et singulis has literas lecturis" with a highly decorated "O" and had a particular fondness for this calligraphic bird. Frederick W. Dunn, M.F.A. 1933, who made the design, says that it was not done while waiting for an early Eighteenth Century telephone call. On the silverware for the College is "Branford 1701" in the script of the period.

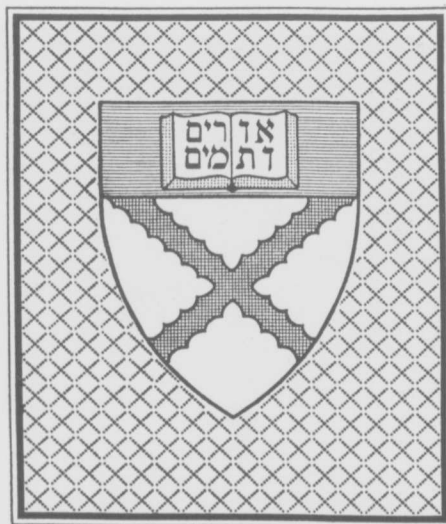
The mark of Calhoun College is the result of the researches of Pierre LaRose of Cambridge, at the suggestion of Wilmarth S. Lewis, Associate Fellow of the College. It bears in "chief" the book from the arms of the University and beneath on a silver background the black "engrailed saltire" of the Calhoun clan used by the statesman's descendants. The yellow of the book's edges, the blue of the "chief" and the black of the saltire give the colors to the china. Carl P. Rollins, of the University Press, adapted the design for the College bookplate.

The traditional arms of the Davenports, a chevron between crosses, seem particularly appropriate as the device of the College which is named for the Rev. John—one of the founders of New Haven Colony, militant divine, seeking to establish in the new world his ideal church-state. Heraldically the arms are black on silver, but since it was not practicable to use silver lustre on the china, a red band was used at the suggestion of the Master of Davenport, to cheer up the black of the chevron and the "crosses, crosslet, fitchee." Frederick W. Dunn made the sketch for the china; Professor Theodore Sizer, Fellow of the College, designed the bookplate with its strap-work decoration, characteristic of the Seventeenth Century.

For the books of Jonathan Edwards College what better than a picture of the philosopher looking down his long nose? The Master and Fellows agreed, and Mr. Rollins made the plate, using an engraving of the portrait, traditionally ascribed to Smibert. For the china William Douglas, Curator of Glass and Ceramics in the Gallery of Fine Arts, designed a green border in early New England mortuary style. The Angel and the Devil about whom the Rev. Jonathan preached; the Puritan and the Indian to whom this preaching came, all are here done in the manner beloved of the Colonial tombstone cutter. Here also are the Book from the arms of Yale, where Jonathan Edwards was student and Tutor, and the Book from the arms of Princeton, where for a short time he was President. On the College's silver is the facsimile signature of its patron saint.

The Pierson bookplate was printed by the Oxford Press from Fell type at the suggestion of Professor Valentine, who was once associated with that press.

Calhoun College



Vale University

Trumbull College



Vale University



Davenport College
Vale University

The china has a border suggested by Mrs. Valentine and drawn by Frederick W. Dunn, showing in conventionalized style the buildings which surround Pierson courtyard. The predominating color of the court is the red of the brick, so is the border of the plates. The flat silver is marked with the simple initial of Yale's first president; the hollow ware, i.e., pitchers and sugar bowls, bears the canting device of a sun piercing clouds.

The first seat of Yale, from which Saybrook College takes its name had an interesting seal. On it was represented a vineyard of fifteen vines supported and bearing fruit and above the vines a hand issuing from clouds held a ribbon with the motto "Sustinet Qui Transtulit"—a design from which through progressive revisions came the seal of the Colony of Connecticut. Saybrook College has taken the vine, bearing fruit, as its device. Fifteen vines designed in the old mulberry color by William Douglas, Associate Fellow of the College, decorate the china of the College. A single vine marks the silver. Mr. Rollins has used a printer's border of vines on the bookplate. Mr. James

Gamble Rogers, also an Associate Fellow of Saybrook, has presented to the College an elaborate bookplate to be used in gifts to the library. It is the work of Mr. George Styles of Mr. Rogers' office.

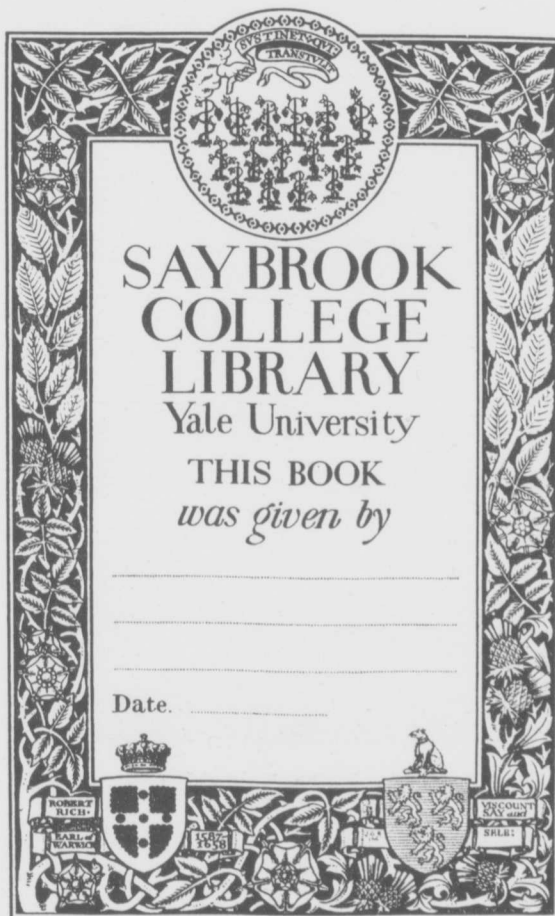
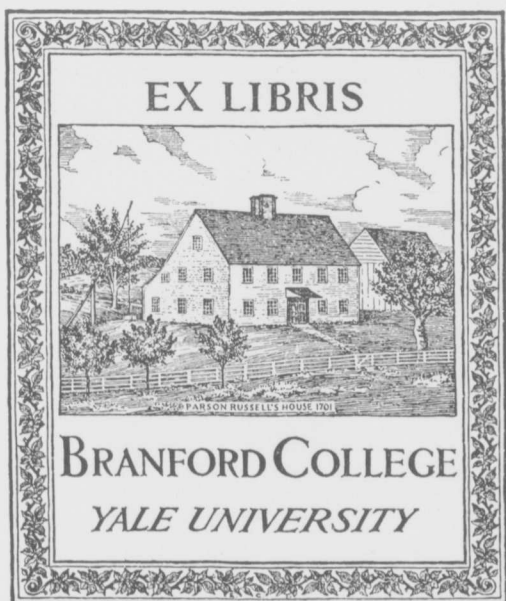
Connecticut's Governor of the Revolutionary War, Jonathan Trumbull, LL.D. Yale 1779, used as his arms three bull's heads "breathing flames proper" on a silver field. These arms "differenced" by omitting the flames and drawn by Professor Sizer decorate the china and the bookplate of Trumbull College. A wreath of green tobacco leaves gives color to the china. The silverware is marked by a single bull's head copied from one of the Governor's spoons lent for the purpose by Miss Maria Trumbull Dana.

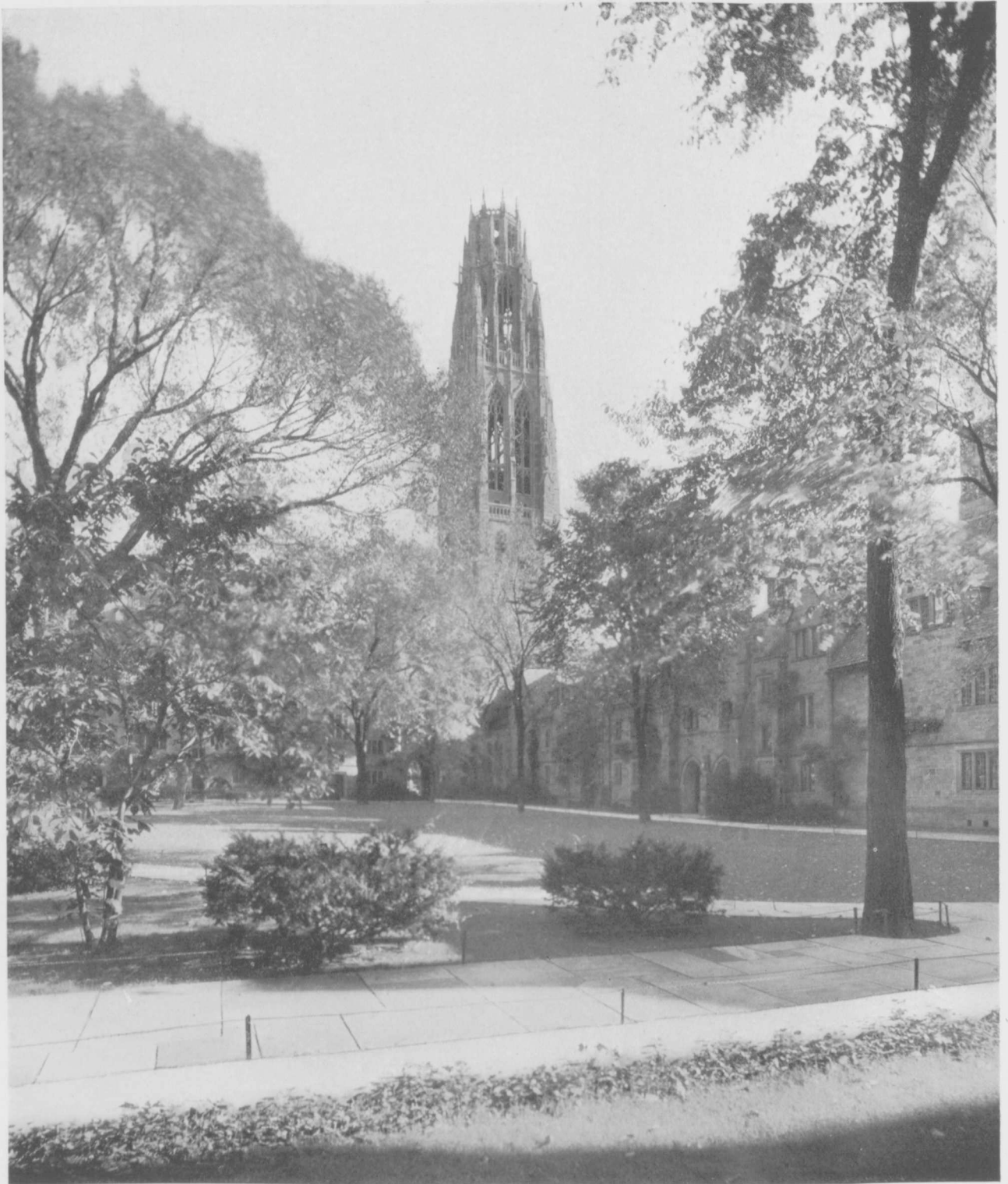
The bookplate for Berkeley College has been designed by Charles Nagel, Fellow of the College, in the style of the XVIII Century bookplates of Berkeley's day. Its interest centers in the arms of the Bishop's taken from the impression of his seal as it appears on the deed by which he gave to Yale his plantation "Whitehall" in Rhode Island. China and silverware for Berkeley have not yet been designed.

Ex Libris



*Jonathan Edwards College
Yale University*





BRANFORD COLLEGE: With the Harkness Memorial Tower in the distance



DEAN CLARENCE W. MENDELL, Yale 1904
Master of Branford College

Branford College

Named after the town of Branford, Conn., ten miles east of New Haven, where the traditional meeting of Connecticut ministers was held in 1701 to found the Collegiate School (later Yale College).

Location—the southern half of the Memorial Quadrangle.

Accommodations for 195 students.

Architect—James Gamble Rogers, '89.

Master

Dean Clarence Whittlesey Mendell, '04, '10 Ph.D.

Honorary Fellows

President James Rowland Angell, '21 Hon.; Edward Stephen Harkness, '97, '25 Hon.

Fellows

Theodore Babbitt, '18, '32 Ph.D.; Norman Sydney Buck, '13, '22 Ph.D.; George Lincoln Hendrickson, '08 Hon.; Frederick Bliss Luquiens, '97, '05 Ph.D.; Harvey Claflin Mansfield; George Henry Nettleton, '96, '00 Ph.D.; Ainsworth O'Brien-Moore; Oystein Ore, '29 Hon.; Nathaniel Burton Paradise, '18, '25 Ph.D.; Charles Joseph Tilden, '19 Hon.; Lorande Loss Woodruff, '15 Hon.

Associate Fellows

Malcolm Farmer, '04 S., '32 Hon.; David Russell Lyman, '16 Hon.; William Lyon Phelps, '87, '91 Ph.D.; Eugene Francis Savage, '24 Art, '28 Hon.; Thomas Day Thacher, '04, '30 Hon.; William Francis Verdi, '94 M., '14 Hon.; M. I. Rostovtzeff, '25 Hon.

BRANFORD COLLEGE comprises the Southern half of the Memorial Quadrangle, including Branford Court and the three small courts along Library Street.

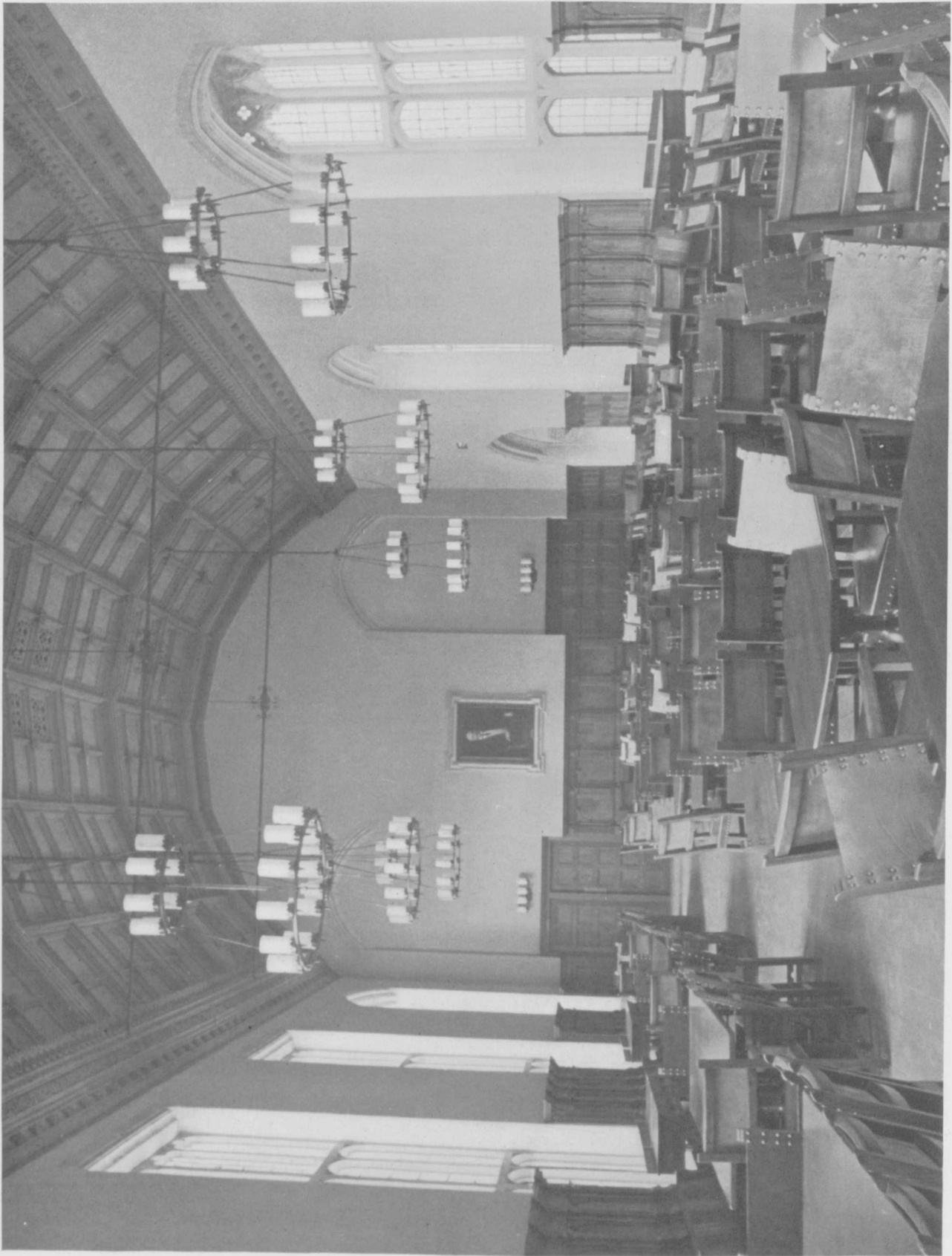
Extensive and difficult structural changes had to be made in the existing buildings to accommodate the new features. This was accomplished at the expenditure of infinite pains, since the existing façades on the streets and courts were not to be changed. It was necessary to remove several interior partitions (to secure space for the large public rooms), some of which were bearing walls. These were replaced by steel beams.

The Dining Hall and Common Room occupy the wing at the west of Branford Court. Here it was necessary to alter the façades. The windows, which had formerly lighted the stairs, were walled up, and new oriels were added. The new masonry was skilfully matched to the old in texture and colour, so that it is now quite impossible to tell which stones have been added. The resulting façades are as simple and harmonious as the old ones.

The interior of the Master's House is in strong contrast to the other interiors of the Quadrangle, which are largely mediæval in character. Instead of dark panelling and deep-toned plaster, we here find white painted woodwork and light papered walls. The result is a fresh and delicate interior, well-suited to the needs of family life, but faintly strange in its environment.

The Branford Common Room occupies the floor below the Dining Hall. It is a long double room, already having the casual and informal air of a room that has long been lived in.

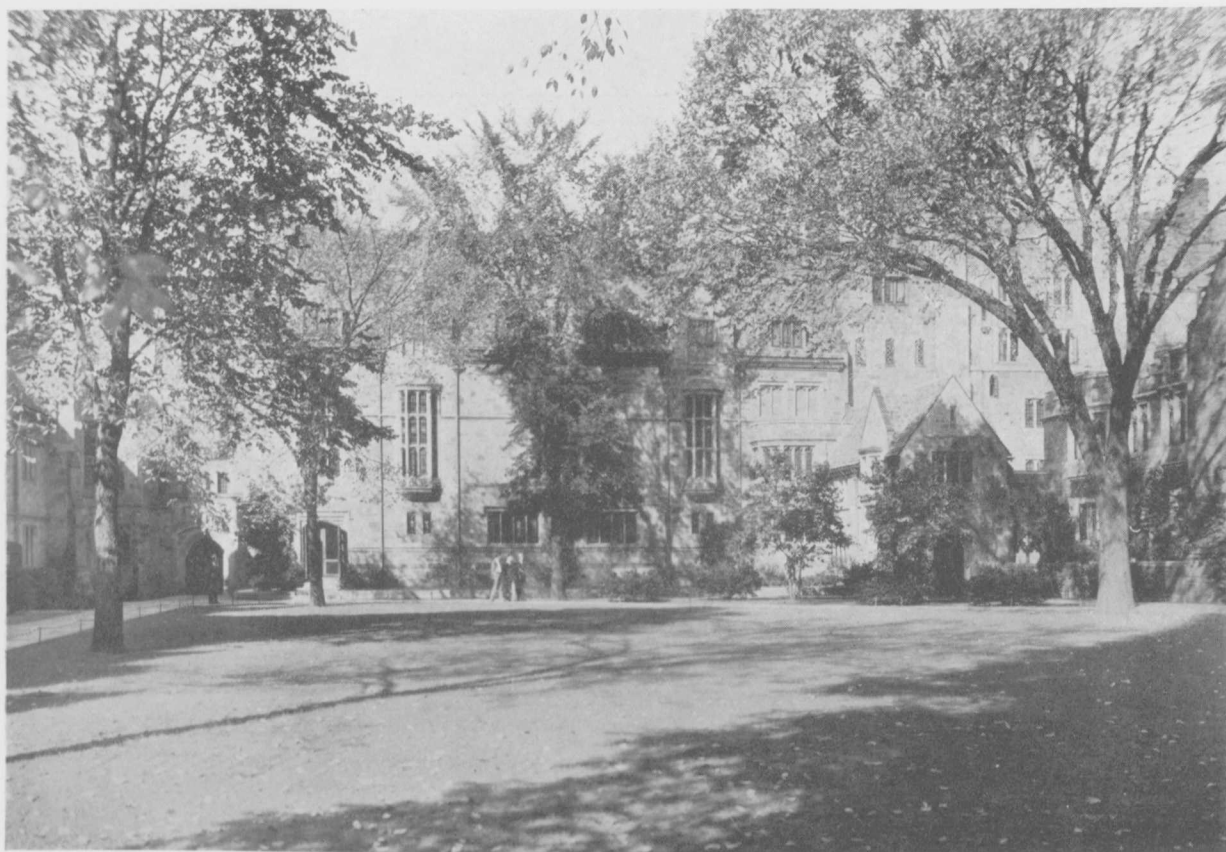
The lofty Dining Hall occupies the rest of this York Street end of Branford College, running second-floor level to the roof. At one end is a Fifteenth-Century Gothic fireplace, found in France, simply carved and giving a robust note which has been kept to throughout the room. Built around the room, against the walls, is a series of high-backed benches, not unlike choir stalls. The glass of the new oriels is a sunny yellow and floods the room with a cheerful light, invigorating to the lethargic breakfaster.



BRANFORD COLLEGE: The spacious Dining Hall includes the second and third stories of the West or York Street wing



BRANFORD COLLEGE: The Common Room is divided into two long sections.
The division is shown at the left



BRANFORD COLLEGE: Showing the West or York Street end of the Court.
Changes were here made to provide for the Common Room and Dining Hall



BRANFORD COLLEGE: The view from Library Street, now a walk between
Branford and Jonathan Edwards Colleges



BRANFORD COLLEGE: Several former students' suites have been made over into this interesting Library with black and white floor



BRANFORD COLLEGE: A room for two students opening on Branford Court on one side, and Calliope Court on the other. Bedrooms open off this Study



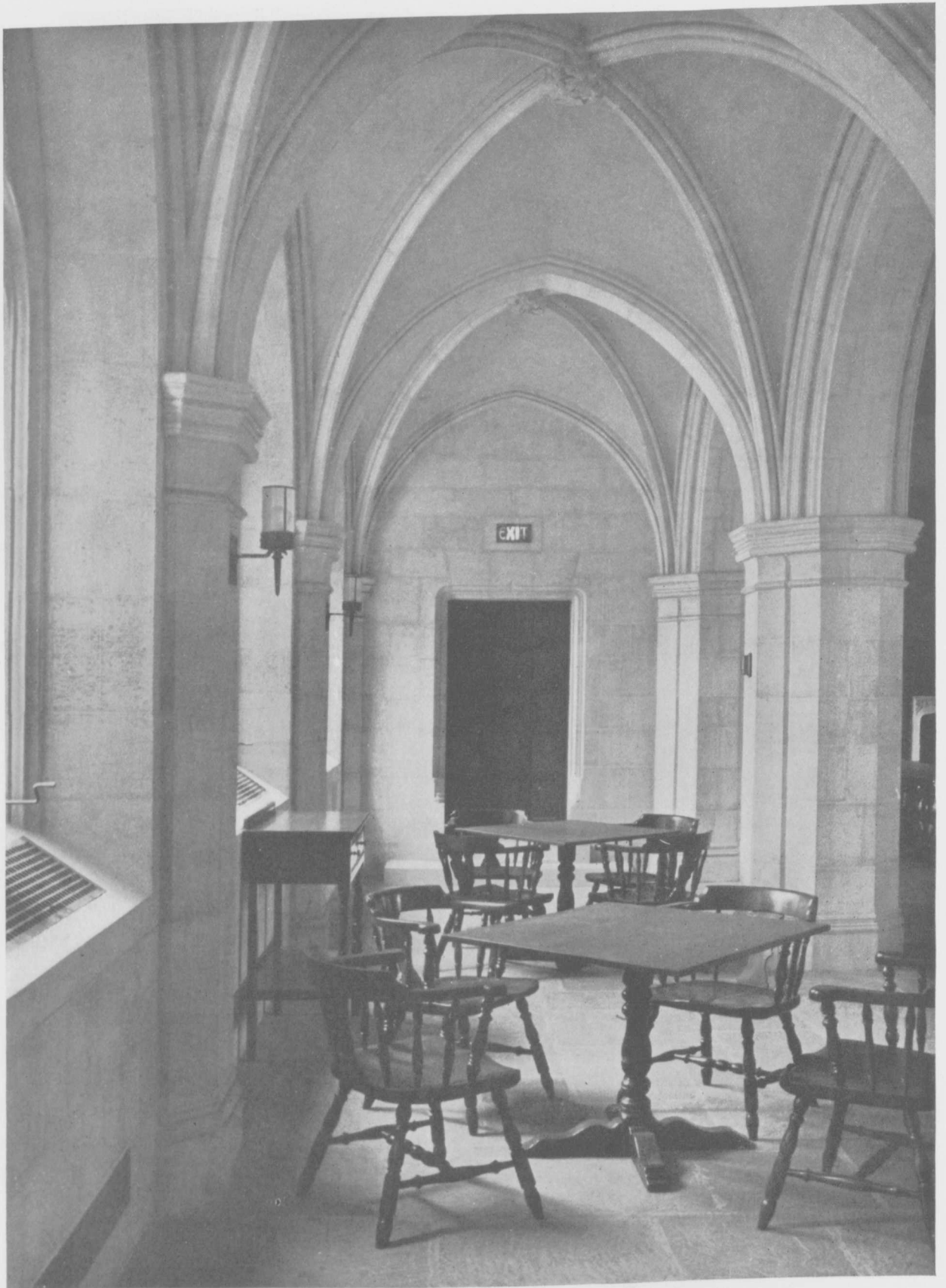
BRANFORD COLLEGE: Fellows' Room, for formal and social meetings



PROFESSOR FREDERICK B. LUQUIENS, Yale 1897
Professor of Spanish American Literature, in his Fellow's Room in Branford College.
By being assigned Studies and suites in the Colleges, the Faculty are brought into easy reach of undergraduates who may wish to discuss their work with them



PROFESSOR NORMAN S. BUCK, Yale 1913
Professor of Political Economy and Sophomore Class Officer, in his Branford Study



CALHOUN COLLEGE: The ell of the Dining Hall, from which a door leads to the Faculty Room; the windows at the left look out on the Court, while the main Dining Hall is at the right



PROFESSOR ARNOLD WHITRIDGE, Yale 1913
Master of Calhoun College, in his Study

Calhoun College

Named after John C. Calhoun (Y. C. 1804, LL.D. 1822), member Congress 1811-16, Secretary of War 1817-25, Vice-President of the United States 1825-31, United States Senator 1833-43, Secretary of State 1844-45.

Location—the site of the former Yale Divinity School at Elm and College.

Accommodations for 169 students.

Architect—John Russell Pope, Hon. M.A. 1924.

Master

Arnold Whitridge, '13, '31 Hon.

Honorary Fellows

President James Rowland Angell, '21 Hon.; Edward Stephen Harkness, '97, '25 Hon.

Fellows

Rudolph John Anderson, '27 Hon.; Charles Frederick Tucker Brooke, '21 Hon.; Fred Rogers Fairchild, '04 Ph.D.; Gordon Sherman Haight, '23, '33 Ph.D.; Frank Monaghan; Reginald Dean Root, '26, '29 L.; Robert Selden Rose, '09, '27 Hon.; Alan Tower Waterman; Stanley Thomas Williams, '11, '15 Ph.D.

Associate Fellows

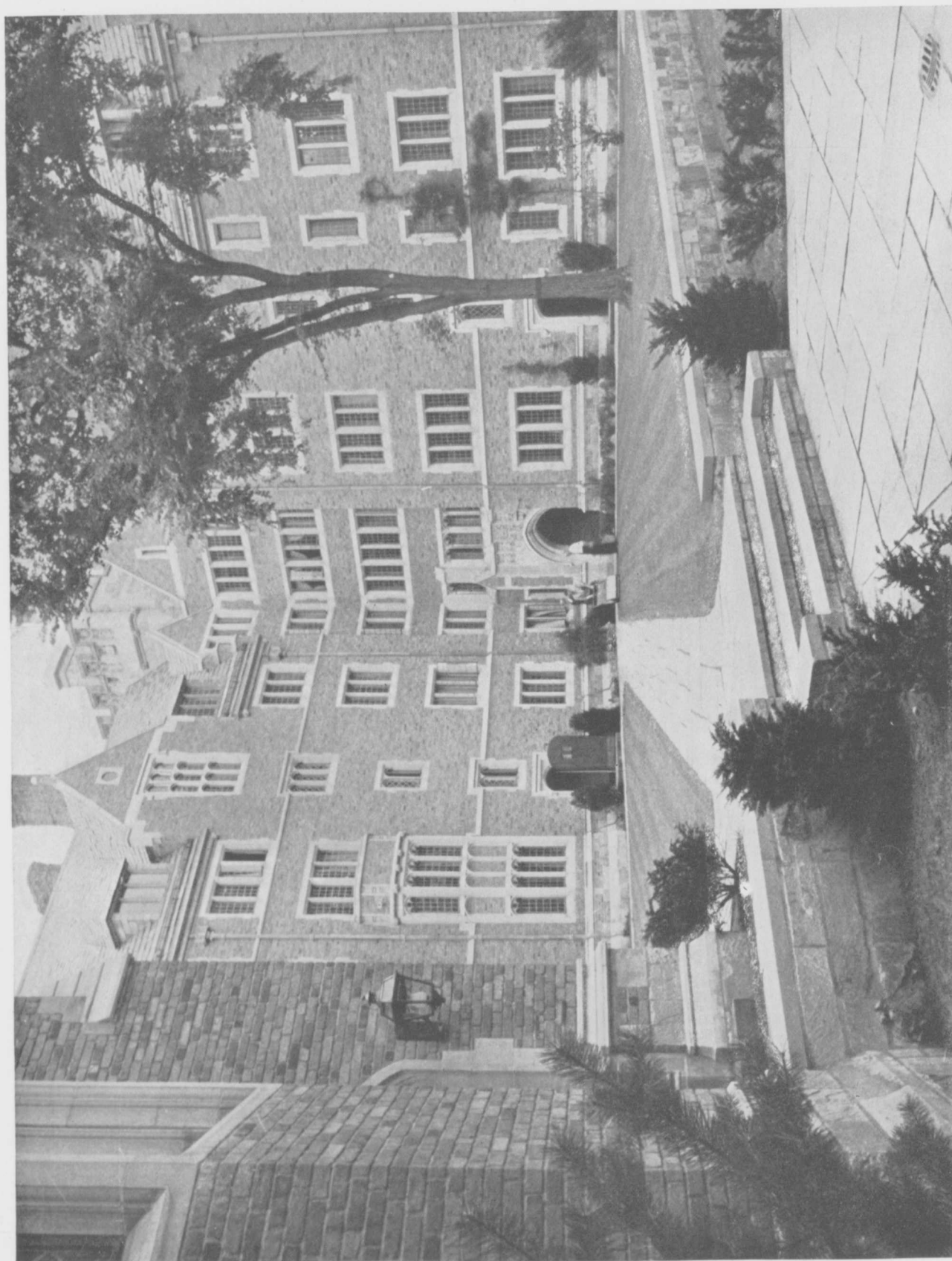
George Townsend Adee, '95, '31 Hon.; Leonard Bacon, '09; Stephen Vincent Benét, '19; James Dwight Dana, '11; James Cowan Greenway, '00, '16 Hon.;

Wilmarth Sheldon Lewis, '18; Douglas Stuart Moore, '15, '17 Mus.; Donald Wallace Porter, '08; Rev. Thomas Lawrason Riggs, '10; Vanderbilt Webb, '13.

CALHOUN is the only College of which James Gamble Rogers is not the architect. It was designed by John Russell Pope, the architect of the Payne Whitney Gymnasium.

The fifty years which intervened between the erection of the Divinity School, formerly on this site, and Calhoun College, have witnessed changes in the handling of the Gothic Style. The old building by Richard Morris Hunt was an early, and unsuccessful, effort to adapt the Gothic to the requirements of Nineteenth-Century America. The new buildings, with the exception of Trumbull College, go back more directly to English and Colonial precedent, perhaps because the programs imposed fewer changes. The architect of Calhoun has provided low ranges of cheerful yellow buildings, generously lighted, and a comfortable domestic atmosphere avoiding ostentation.

The large plot upon which Calhoun College is built made it possible to arrange the necessary buildings around a single great court. This court has several charming architectural irregularities, such as the picturesque location of the gateways, a change in level marked by a few steps, and the projection, into one corner, of the walls of the Master's garden.



CALHOUN COLLEGE: A view of the Court looking West from the entrance. Student and Fellows' suites occupy the buildings here shown; the doorway at the end of the walk leads through a passage to the new Cross Campus



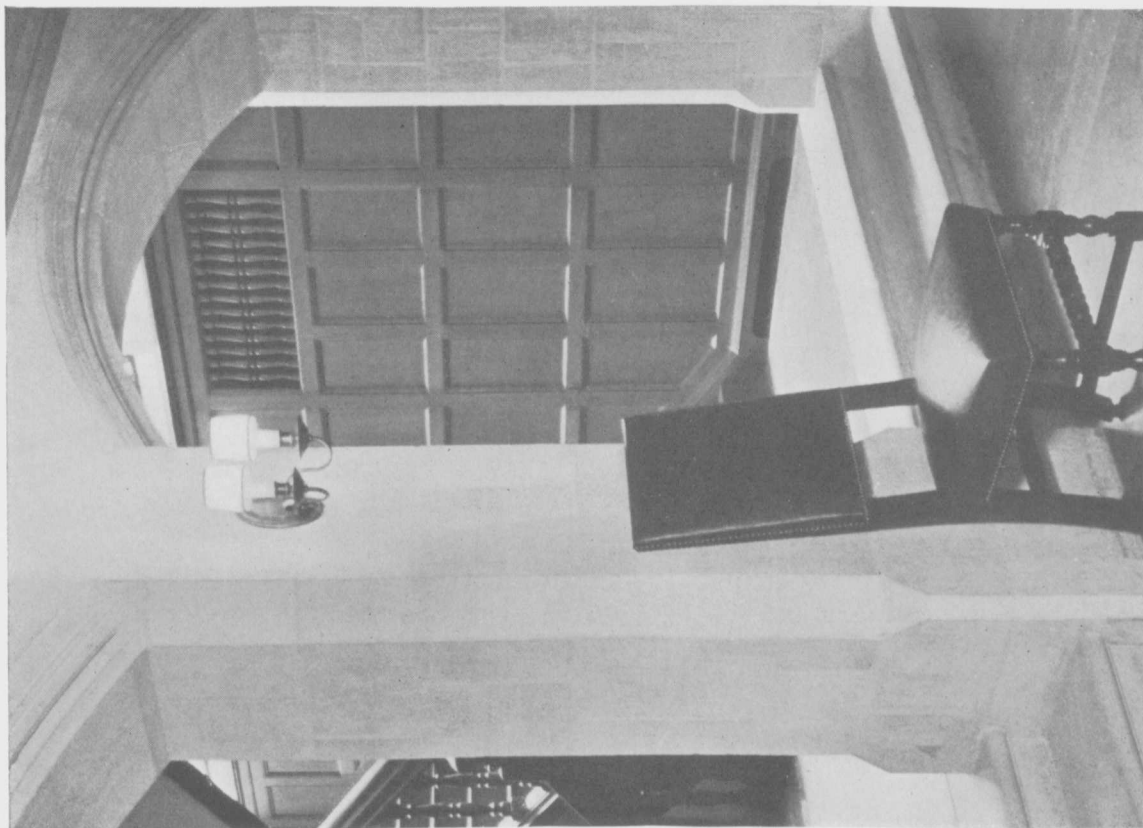
CALHOUN COLLEGE: The Library is on the second floor, facing Elm Street, and is a spacious and quiet retreat for student readers



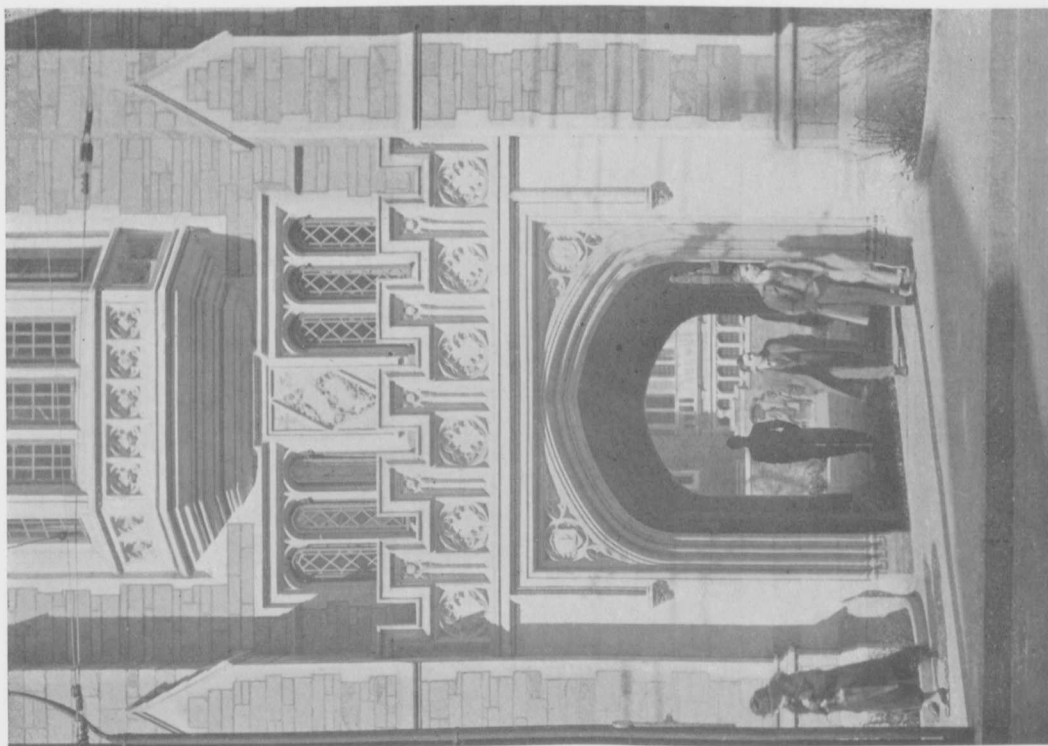
PROFESSOR R. SELDEN ROSE, Yale 1909
Professor of Spanish and former Chairman of the Board of Athletic Control,
in his Fellow's Room in Calhoun College



PROFESSOR FRED ROGERS FAIRCHILD, Yale 1904 Ph.D.
Professor of Political Economy and well-known authority on taxation,
in his Fellow's Room in Calhoun College



CALHOUN COLLEGE: The main hallway on the lower floor,
with its stairs to the Library



CALHOUN COLLEGE: The entrance to the Court from Elm Street
near the corner of College



CALHOUN COLLEGE: The Master's own Dining Room

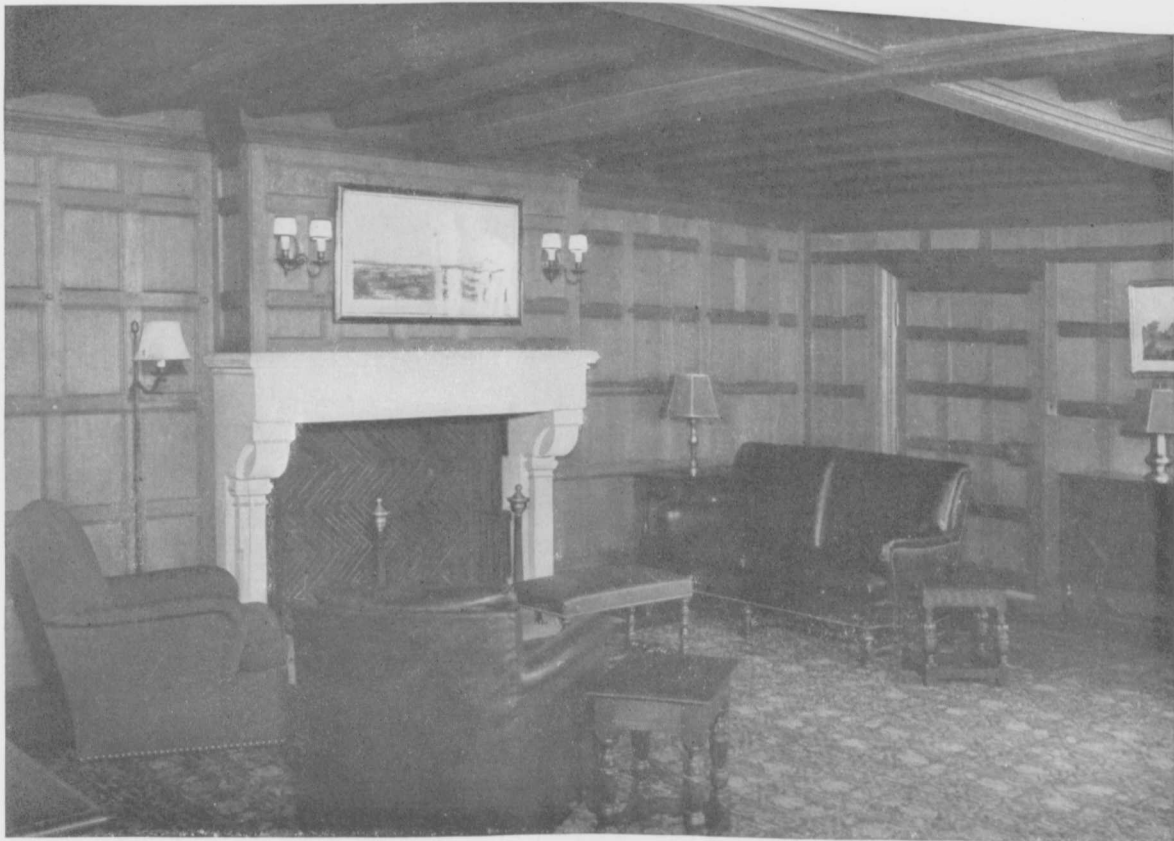


CALHOUN COLLEGE: The Master's Study

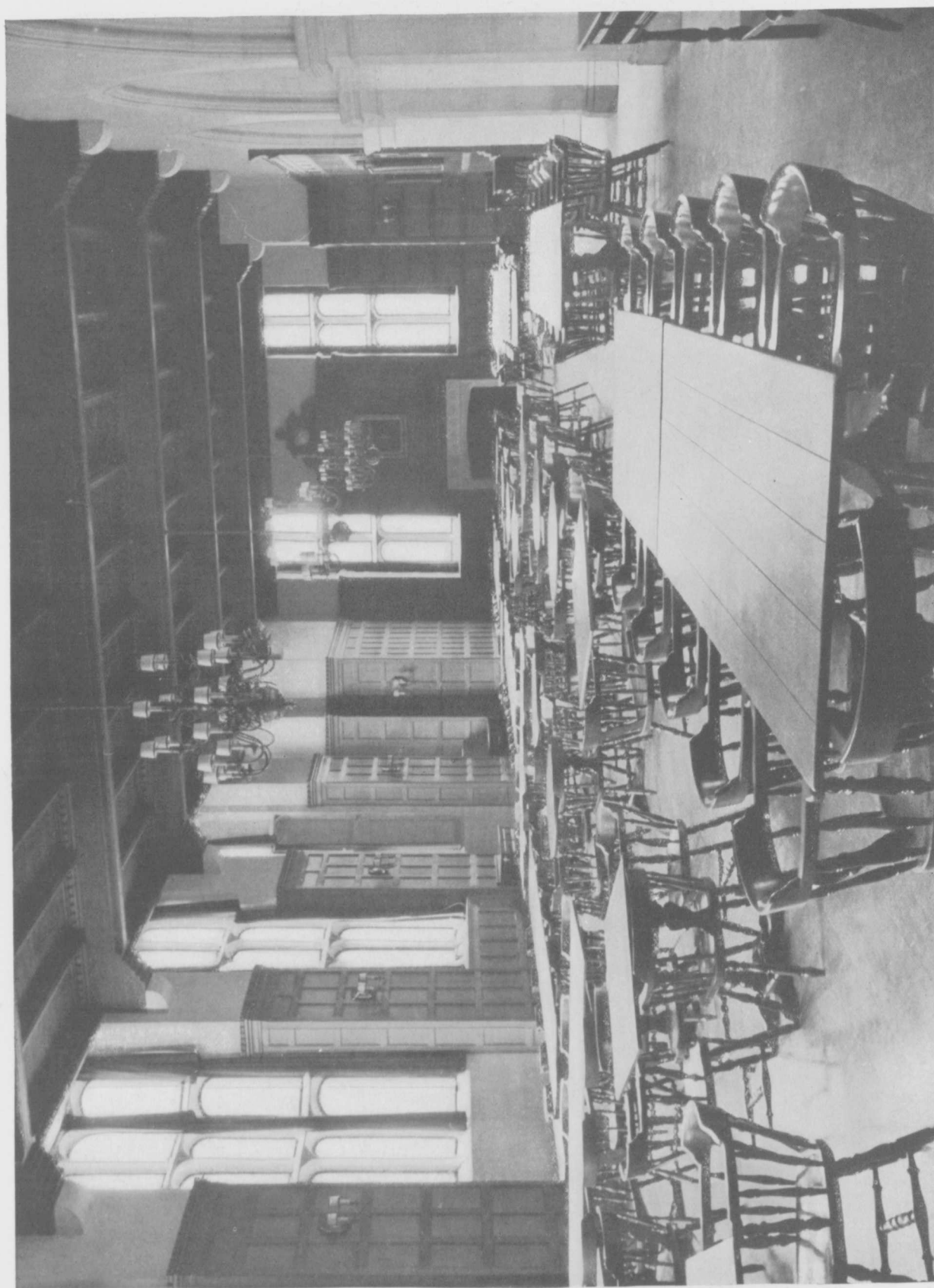
COLLEGE



CALHOUN COLLEGE: The Master's Living Room, which, with his other private rooms, is in a retired corner of the College



CALHOUN COLLEGE: The Fellows' Smoking Room, situated just off the Dining Hall, is a particularly cozy place for after-dinner coffee and social meetings of the Faculty



CALHOUN COLLEGE: The Dining Hall, judged to be one of the finest among the Colleges. Although its windows look out on busy Elm Street, it is a noticeably quiet hall at meal times

COLLEGE



CALHOUN COLLEGE: The view looking North across the Court. This was the site of the old Divinity School (College Street is beyond the buildings at the right)



CALHOUN COLLEGE: This Students' Common Room is smaller than those of the other Colleges; the windows look out on Elm Street



DAVENPORT COLLEGE: The facade from the East, showing the cupola which carries out the Georgian style of the Court side
(*which see*). Davenport faces the South part of the Memorial Quadrangle, now Branford College, across York
Street, and is one of the outstanding landmarks of the New Yale



DAVENPORT COLLEGE: Professor Henry Emerson Tuttle, Yale 1914, Curator of Prints in the University and Master of Davenport College, in his Study

Davenport College

Named after the Rev. John Davenport, leader of the New Haven Colony (1638-1664) and first mover for a college in that Colony.

Location—York Street, facing the Memorial Quadrangle.

Accommodations for 180 students.

Architect—James Gamble Rogers, '89.

Master

Henry Emerson Tuttle, '14, '30 Hon.

Honorary Fellows

President James Rowland Angell, '21 Hon.; Edward Stephen Harkness, '97, '25 Hon.

Fellows

Joseph Francis Jackson, '20, '27 Ph.D.; John Harcourt McDill, '27, '33 Ph.D.; Bayes Marshall Norton, '26 S.; David Edward Owen, '27 Ph.D.; George Wilson Pierson, '26, '33 Ph.D.; Frederick Albert Pottle, '25 Ph.D.; Theodore Sizer, '31 Hon.; Chauncey Brewster Tinker, '99, '02 Ph.D.

Associate Fellows

Malcolm Pratt Aldrich, '22; Ludlow Seguire Bull, '07; Norman Vaux Donaldson, '15; Thomas Wells Farnam, '99, '19 Hon.; Edward Belden Greene, '00, '25 Hon.; Deane Keller, '23, '25 Art; Rev. Sidney Lovett, '13, '32 Hon.; Bruce Simonds, '17, '18 Mus.; Malcolm Rutherford Thorpe, '13, '16 Ph.D.; Frederick Holme Wiggins, '04, '09 L.

STANDING in the great courtyard of Davenport, and looking to the South, one sees a wing containing the Dining Hall, Common Room, and Library,

treated with the ornament and proportions of a fine example of English Renaissance Architecture. The Dining Hall runs up through two stories. The interior is panelled, the centers of interest being the gallery and two great fireplaces, with wood carving beautifully executed. The Common Room adjoins the Dining Hall; over it is Davenport College Library, which fits into the low roofs in a picturesque way, permitting several secluded alcoves.

Parallel to the Park Street side of Davenport runs a low stone colonnade, somewhat reminiscent of the Stone Court of Knole, the Elizabethan palace near London. It carries above it a floor of dormitories and forms a half-separation between the students' large quadrangle and the smaller one, on which the Master's house faces. At the juncture of this wing and the Dining Hall there rises a small tower, containing a Fellow's suite and acting as a foil to the great Tower of Pierson College which looms behind it.

On the North side of the main court of Davenport is the most skilfully handled of all the wings. It is an immense mass, simple in outline, but so treated that it avoids difficulties inherent in placing so large a building in the midst of smaller ones. It is set on a raised terrace, which cuts down its apparent height, reached by a curved double flight of stairs with iron balustrades. The first floor of this wing is walled with a rusticated brownstone, leaving a normal height of brick wall above. The combination of brownstone and brick is novel and pleasing. At the base of the terrace two small buildings, looking like little cottages, provide studies for some of the Fellows, and architecturally help further to cut down the height of the greater mass behind.

The East, or York Street, side of Davenport Court consists of a wing facing the Memorial Quadrangle.



DAVENPORT COLLEGE: The panelled Dining Hall is in the English Renaissance style, strongly distinguishing it from the Gothic halls



DAVENPORT COLLEGE: The Master's Living Room

COLLEGE



DAVENPORT COLLEGE: The Common Room from the panelled entrance foyer



DAVENPORT COLLEGE: The garden of the Master's House has a cheerful privacy from the student life about it



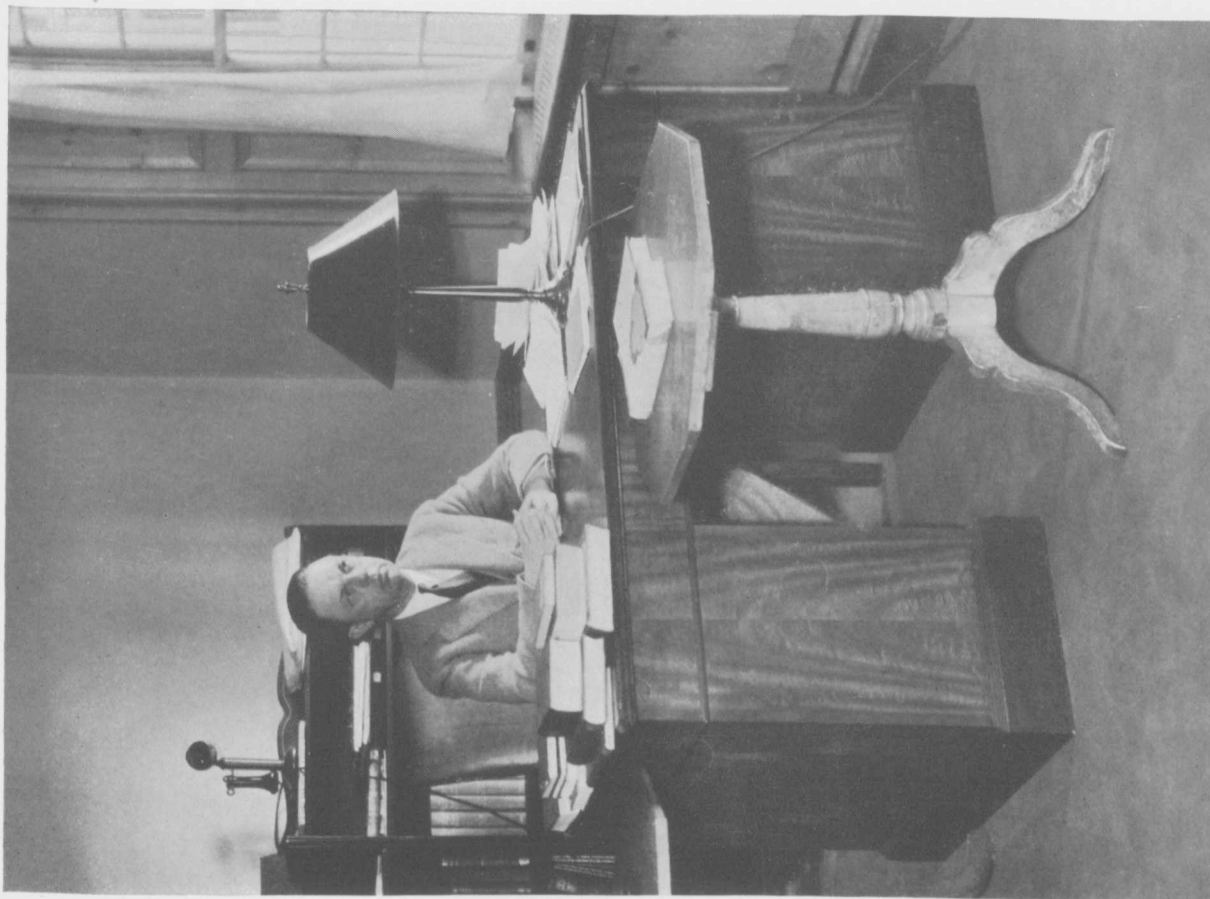
DAVENPORT COLLEGE: This entrance to the Master's private home is on Park Street and suggests a Colonial house, in keeping with the Georgian architecture of the College; beyond is the rear of the student dormitories of Pierson College looking out on Park Street



DAVENPORT COLLEGE: This Students' Common Room has panelling of Colonial gray-green; golden-brown rugs; green, brown, and red leather chairs



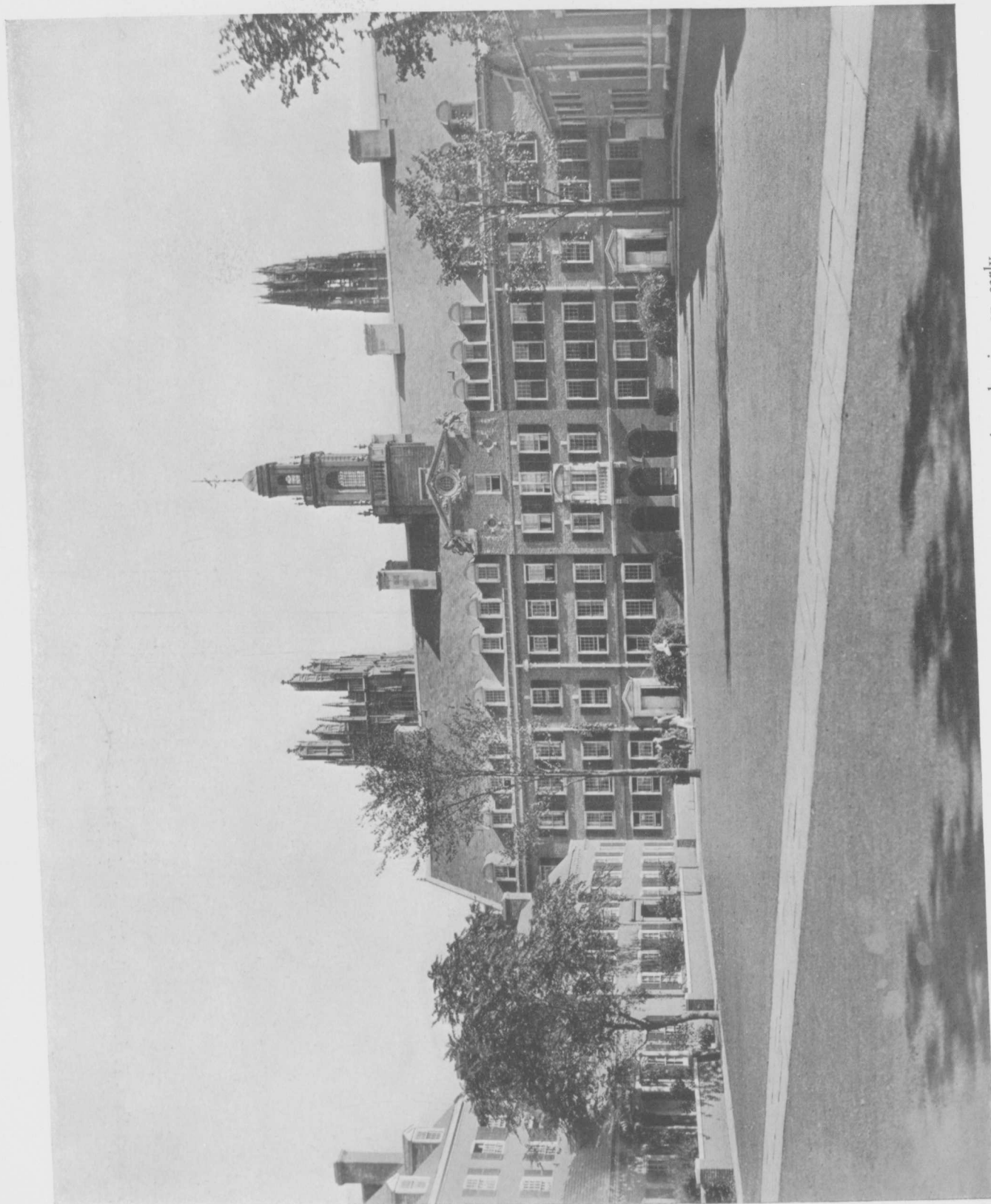
DAVENPORT COLLEGE: The Library is on the second floor, and the door at the far end opens onto a small balcony overlooking the Dining Hall



Professor Samuel B. Hemingway, Yale 1904, Professor of English
and an authority on early English Drama, Berkeley Fellow,
now in Davenport College



Professor Theodore Sizer, Professor of the History of Art and
Associate Director of the Gallery of Fine Arts, in his
Fellow's Study in Davenport College



DAVENPORT COLLEGE: The inside of the York Street wing, showing an early Renaissance touch; and, beyond, Wrexham Tower (left) of Saybrook College, and (right) Harkness Tower, of Branford College, of Gothic design



DAVENPORT COLLEGE: The North terrace above the main Court, showing, above: Wrexham Tower (left) of Saybrook College, and Harkness Memorial Tower (center) of Branford College



DAVENPORT COLLEGE: The colonnade at the West end of the large Court, separating the latter from the smaller Court, upon which faces the Master's House



DAVENPORT COLLEGE: The Northwest corner of the Great Court, showing the low Colonial Cottages where several Fellows have their Studies, the steps with grille-work railings leading to the dormitories, and, at the left, the colonnade of the wing that separates the two Courts



DAVENPORT COLLEGE: The Southeast corner, showing (left to right) part of the York Street wing, and the Dining Hall in the long, low building topped by the cupola



Professor Robert Dudley French, Yale 1910, Master of Jonathan Edwards College

Jonathan Edwards College

Named after the Rev. Jonathan Edwards (Y. C. 1720), the intellectual and theological leader of his times and President of Princeton College.

Location—north of the Yale Gallery of Fine Arts, facing York, Library, and High Streets; it includes the former Dickinson and Wheelock Halls.

Accommodations for 157 students.

Architect—James Gamble Rogers, '89.

Master

Robert Dudley French, '10, '20 Ph.D.

Honorary Fellows

President James Rowland Angell, '21 Hon.; Edward Stephen Harkness, '97, '25 Hon.

Fellows

John Chester Adams, '96, '04 Ph.D.; Edward Wight Bakke, '32 Ph.D.; Robert Chapman Bates, '23, '30 Ph.D.; Joseph Toy Curtiss, '23, '26 Ph.D.; Erwin Ramsdell Goodenough; Alfred Whitney Griswold, '29, '33 Ph.D.; Roswell Gray Ham, '25 Ph.D.; Egbert J. Miles; Henry Thompson Rowell, '26, '33 Ph.D.; Blair Saxton, '15 Ph.D.

Associate Fellows

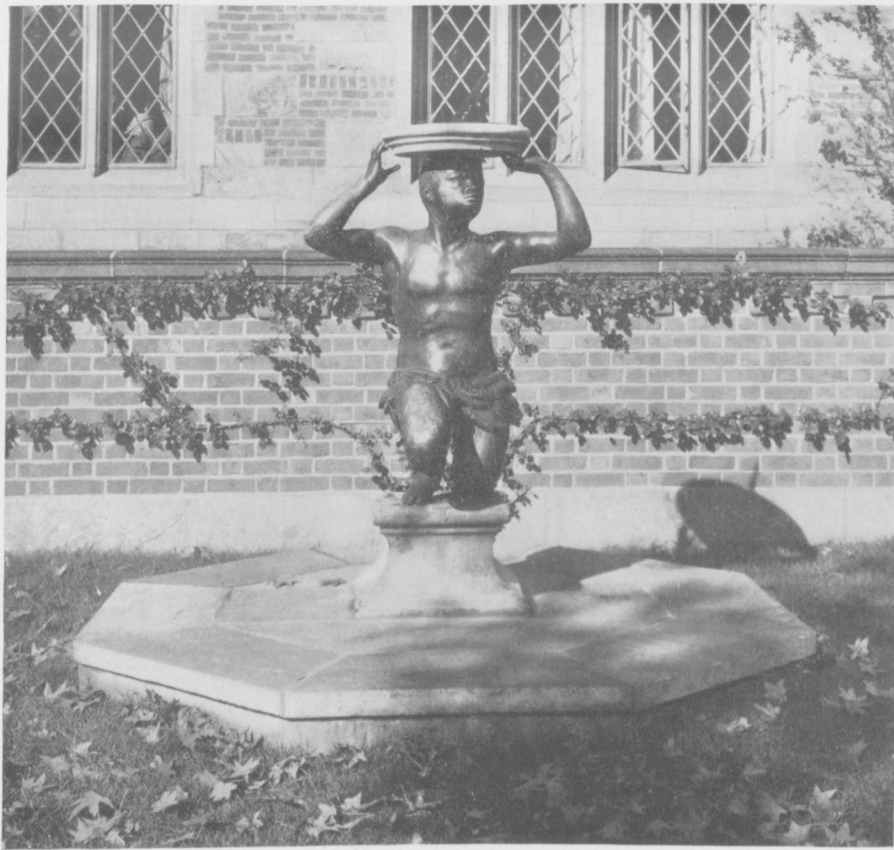
Albert Beecher Crawford, '13, '28 Ph.D.; Edgar Stevenson Furniss, '18 Ph.D.; Arthur Lehman Goodhart, '12; Austin Morris Harmon, '08 Ph.D.; Carl Albert Lohmann, '10, '26 Hon.; Ulrich Bonnell Phillips, '29 Hon.; Edward Bliss Reed, '94, '96 Ph.D.; Percy Talbot Walden, '92 S., '96 Ph.D.; Karl Young, '23 Hon.

ON the block across Library Street and South of the Memorial Quadrangle, with its long Court parallel to Library Street (now a park), Jonathan Edwards College includes the former dormitories, Wheelock and Dickinson, and the structures erected on the ground once occupied by old Sloane and Kent Halls.

Because it has used to advantage the peculiarities of the site, certain circumstances (which in the hands of a lesser master might have become disadvantages) are here turned into added beauties. The South side of the court, for instance, is built under the towering, mediaeval-looking walls of Weir Hall. This necessary arrangement, which could have offered an insuperable obstacle, has, by a few brilliant alterations, made a dramatic contrast to the rest of the College. Moreover, the addition of a small tower at the High Street end of Weir Hall has increased the picturesque aspect of this side of the Court, and added room to the College and to the Department of Architecture. This is an instance of the way in which the College Plan has benefited architecturally other parts of the University.

The Dining Hall of Jonathan Edwards College is a handsome, timbered banqueting hall, going far back to Elizabethan England for its prototype. The style of the whole College was required to be Gothic, since it is a neighbor to the Memorial Quadrangle and an intrinsic part of the whole three-block design from Chapel to Grove on High Street. The materials, brick and stone, have been handled with consummate skill, and there is much interesting detail, such as small arcades built into the wall to add pattern to the surface.

The Master's House and a low wing of student suites fill up the elm-lined Library Street side, making, with the low Branford College façade opposite it, one of the loveliest spots in New Haven.



JONATHAN EDWARDS COLLEGE: Elihu Yale's Sun Dial, given to the University in 1922 by graduates and the owner, R. Eden Dickson, Esq., of Suffolk, England. It was cast, in lead, in 1708, the dial is held by the figure of a West Indian Negro, and it stood on Governor Yale's estate in Wrexham until his death in 1721



JONATHAN EDWARDS COLLEGE: The Master's Study, of easy access to students from the Court (seen through the windows)



JONATHAN EDWARDS COLLEGE: The Dining Hall goes back to Elizabethan England for its prototype. Maids serve in the new College Dining Halls

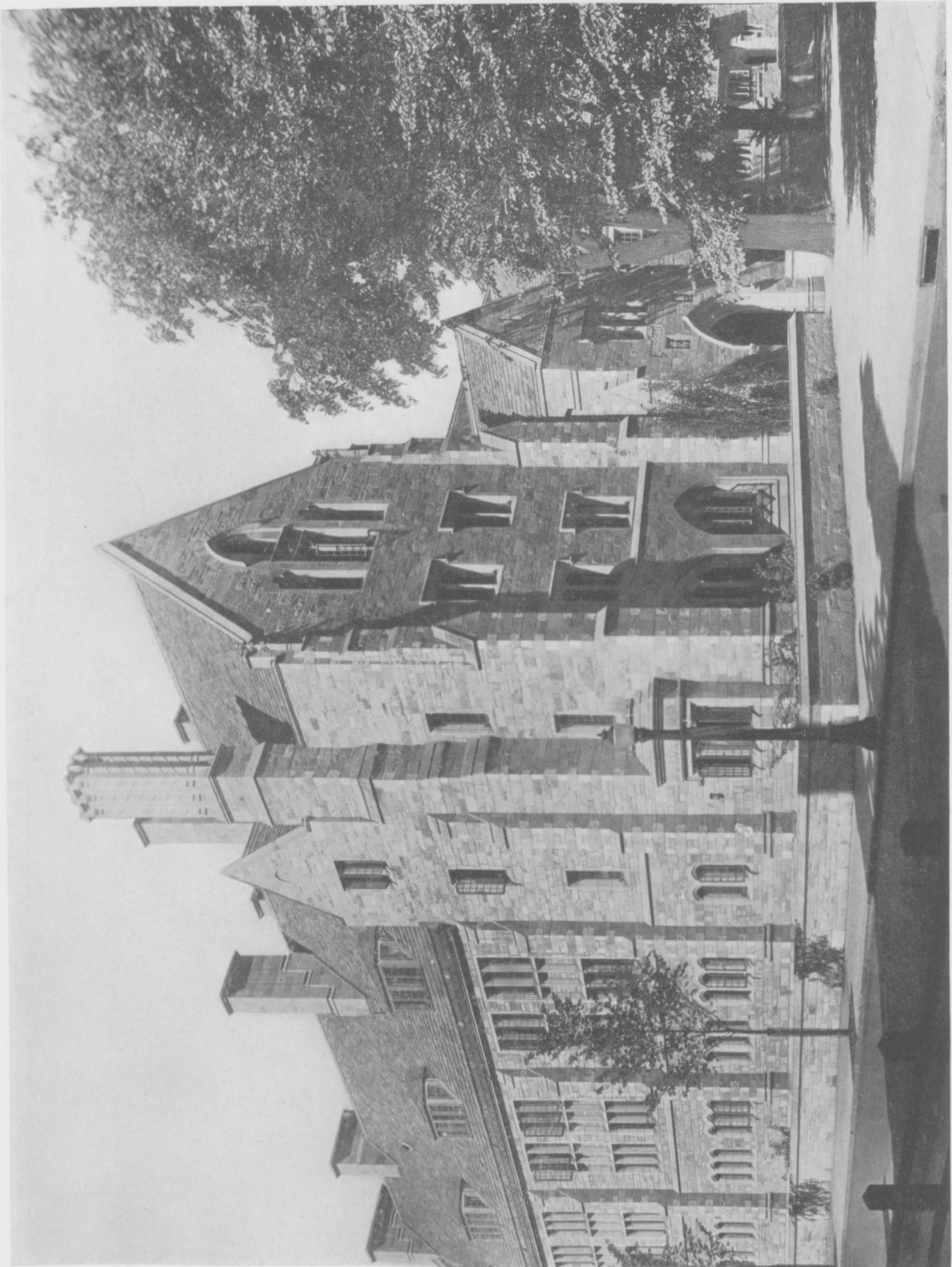
COLLEGE



JONATHAN EDWARDS COLLEGE: The North facade (at right) today, facing Branford College across old Library Street, looking from York to High Streets. The Old Library, now Dwight Hall, is at the end of the walk. Behind the camera man, across York Street, is the University Theatre



JONATHAN EDWARDS COLLEGE: This view is to the South from the Library Street entrance, and shows the gardener's tool-house, and (at left) Fellows' Rooms, under the walls of Weir Hall, Elihu Yale's sun dial may be seen over the wall (left foreground)



JONATHAN EDWARDS COLLEGE: The dormitory wing at the corner of High (at left) and Library Streets (at right)



Professor John Chester Adams, Yale 1896, Director of Undergraduate Literary Activities, has a conference room in Jonathan Edwards College



Roswell G. Ham, Yale 1925 Ph.D., Assistant Professor of English, in his Fellow's Study in Jonathan Edwards College



JONATHAN EDWARDS COLLEGE: The Students' Common Room



JONATHAN EDWARDS COLLEGE: The Master's private Dining Room



JONATHAN EDWARDS COLLEGE: The Library



JONATHAN EDWARDS COLLEGE: The Master's Sitting Room

JONATHAN EDWARDS



JONATHAN EDWARDS COLLEGE: The path between the gardens separates the Student Common Room and Library (left, out of the picture) from the Master's Study. The former Dickinson Hall in the center has become the Western facade of the College Quadrangle



JONATHAN EDWARDS COLLEGE: The Northern side of the wing that faces Library Street on the outside. The entrance to the squash courts may be seen at the left

COLLEGE



JONATHAN EDWARDS COLLEGE: The Library, with the old Alumni Hall Towers, now of Weir Hall, above it



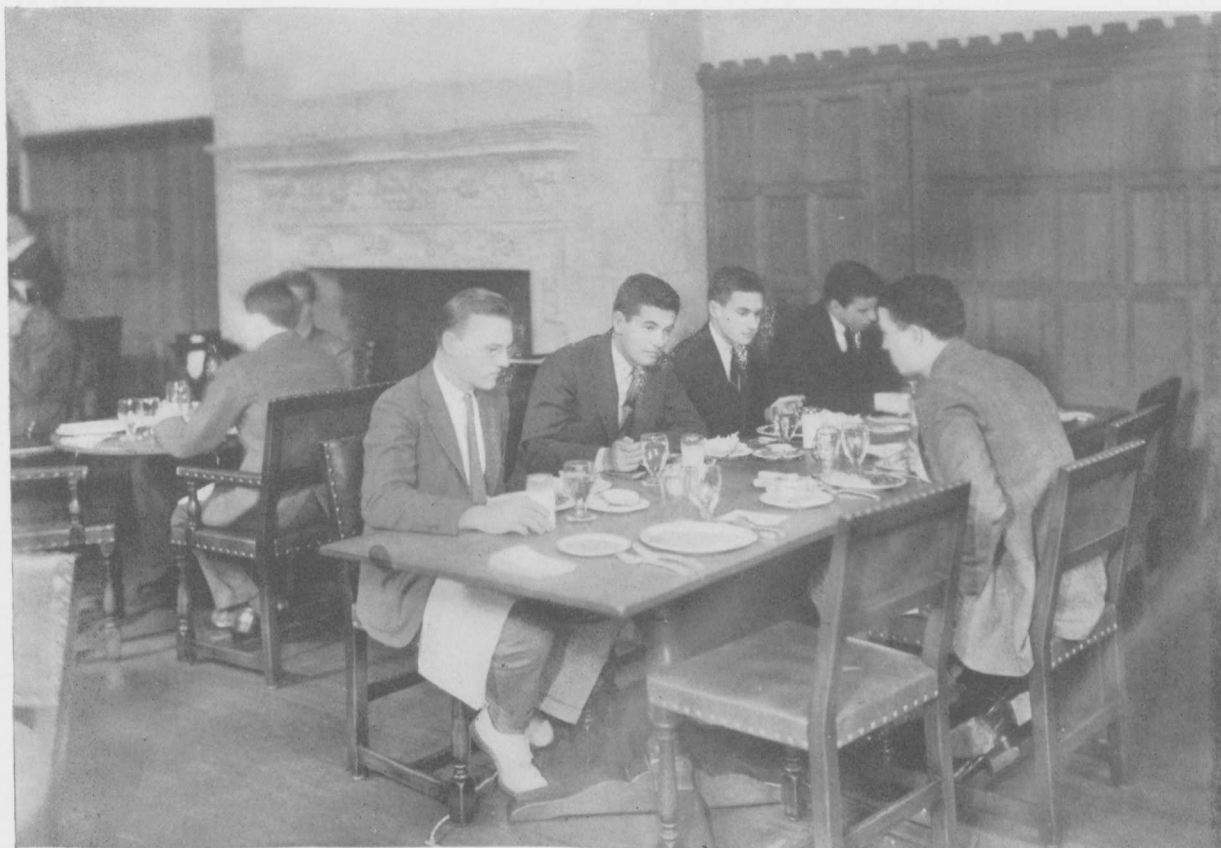
JONATHAN EDWARDS COLLEGE: The hallway of the Master's House, showing the family entrance from Library Street



JONATHAN EDWARDS COLLEGE: A quiet but busy corner of the Common Room



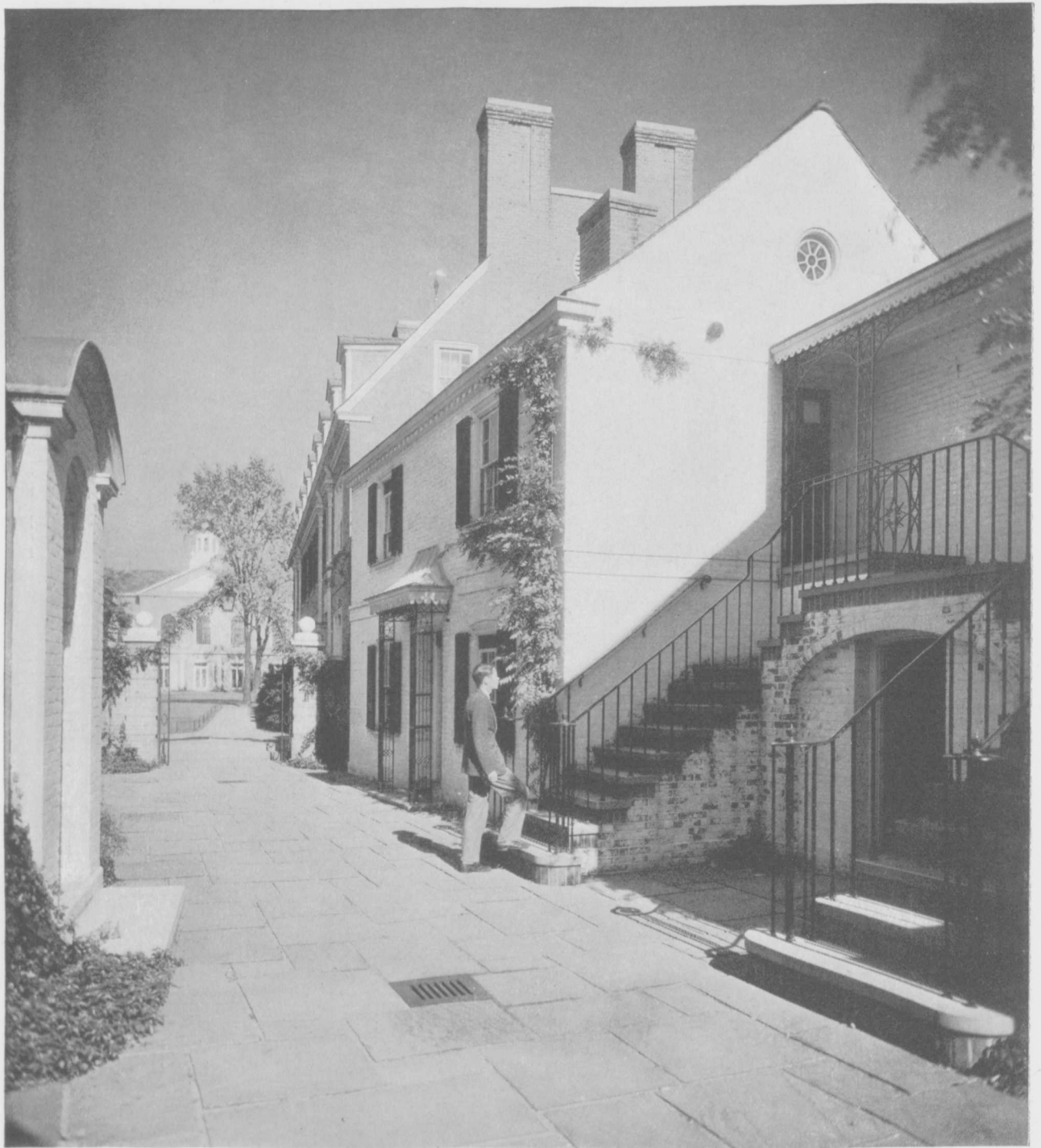
JONATHAN EDWARDS COLLEGE: The Quadrangle, looking toward the High Street end. The Master's House is at the extreme left, protected by its walled-in garden, and the four-story building is a students' and Fellows' dormitory. The three, large bays in the center contain, respectively, parts of—(l. to r.): the Foyer, the Student Common Room, and the Fellows' Common Room. The Dining Hall occupies the building topped by the two tall chimneys and the cupola, behind the bays. Next, to the right, is the College Library, and, at the extreme right, a building of two stories containing Fellows' offices



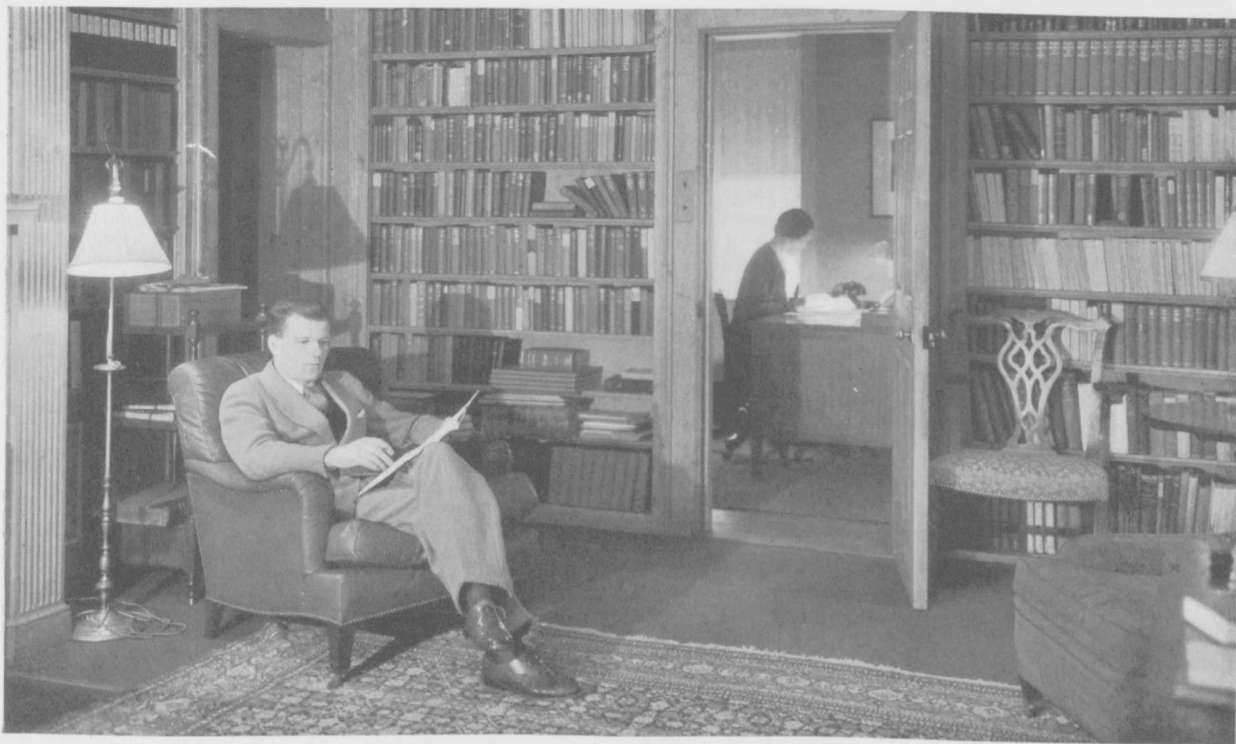
A group of students at luncheon in their Dining Hall in Jonathan Edwards College



JONATHAN EDWARDS COLLEGE: Faculty Room. Against the wall is the personal desk of the Rev. Jonathan Edwards (Yale 1720), which he probably used when a Tutor in Yale College, 1724-1726



PIERSON COLLEGE: The "Slaves' Quarters," as the students have termed this wholly charming corner, suggesting as it does the Southern architecture of Charleston



Professor Alan Valentine, '31 Hon., Master of Pierson College, in his Study. Pine panelling extends to the ceiling, and the drapes and leather furniture are predominantly red

Pierson College

Named after the Rev. Abraham Pierson, first Rector (1701-7) of the Collegiate School (later Yale College) when at Clinton and Saybrook, Conn.

Location—Park Street with entrance from York.

Accommodations for 193 students.

Architect—James Gamble Rogers, '89.

Master

Alan Valentine, '31 Hon.

Honorary Fellows

President James Rowland Angell, '21 Hon.; Edward Stephen Harkness, '97, '25 Hon.

Fellows

William Clyde DeVane, '20, '26 Ph.D.; Richard Foster Flint; James Graham Leyburn, '27 Ph.D.; Stanley McCrory Pargellis, '29 Ph.D.; James Harvey Rogers, '09, '16 Ph.D.; Harry Rudolph Rudin, '19, '31 Ph.D.; Norman Lewis Torrey, '25 Grad.; William Weldon Watson; Charles Bradford Welles, '24, '28 Ph.D.

Associate Fellows

Robert Nelson Corwin, '87; George Parmly Day, '97, '10 Hon.; John Farquhar Fulton, '29 Hon.; Walton Hale Hamilton, '28 Hon.; Robert James Menner, '13, '18 Ph.D.; Fred Towsley Murphy, '97, '14 Hon.; Wallace Notestein, '08 Ph.D.; Robert Frost, '24 Hon.

THE Pierson College buildings run South from Davenport College toward Fraternity Row, with the main axis of the court North and South, parallel to Park Street. The courtyard of Pierson College is framed with charming as well as interesting architectural features. One of the most arresting is the approach from York Street, a long flagged walk between the Dining Hall of Davenport and the DKE house. The walls are of vari-colored brick, and are interrupted at intervals by gates, and by a feature rarely found in America, a *Frontispiece* (an arrangement of architectural forms in the manner of the Early English Renaissance, for purely decorative purposes).

Passing through the second pair of ball-capped gateposts we find ourselves in a little court, at the end of which is the arch through the Tower. This handsome mass, Pierson Tower, dominates the entire Georgian group, and is to the Georgian architecture at Yale what Harkness Tower has become to American Collegiate Gothic in general. Its clock, with illuminated dial, has already become a familiar student landmark. In the base of Pierson Tower is a porter's lodge and the stair to the Library.

The Pierson College Library occupies two floors in the Tower. The Main Reading Room is on the first floor, immediately over the arch. Although the area of the room is not large it achieves a great degree of dignity.

Across the North end of the Main Court and facing down its length is the Common Room. This is on the same level as the terrace in front of it, and is readily accessible through French windows,—a casual and

gracious arrangement which will make this room a delightful place in which to spend late Spring afternoons. For other seasons the fireplaces and well-grouped furniture are a sufficient inducement to "stay at home" and get the full benefit of college life.

Behind the Common Room, and parallel with it, is the Dining Hall. This splendid room rises above the roof of the Common Room, receiving its light from a clerestory arrangement of the windows. The character of this room, in keeping with that of the rest of the College, is Colonial. A high-panelled dado runs around the room, at each end broken by a pair of niches with shell heads. High over the fireplace hung a portrait of Edward S. Harkness, '97, until recently, when it was removed to a more suitable location. The clerestory windows, which run all the way around the room, are arched, and the sash are subdivided by thick wooden muntins.

At one end of the Common Room two of these windows open into the Faculty Room. The walls above the dado and the slightly arched ceiling are perfectly simple, and painted white. Cherry was used for most of the furniture and its reddish colour contrasts well

with the white background. Against the walls—in the Continental restaurant manner—are long benches, their design springing from old church pews, an original and successful innovation.

The visitor should observe particularly the row of Fellow's offices which he must pass just before entering the Tower. Great beauty has here been achieved by the simplest of means. They are low brick buildings, exquisitely proportioned, and ornamented only by the necessary doors and windows. All the details of this group repay careful observation, the small windows, the stone seats, the use of materials, and the handling of wrought iron in the gates and lamps.

Opposite the Tower is an arched gateway to Park Street, in whitewashed brick and brownstone, surmounted by a handsome Palladian window, which recalls the formal elegance of late Colonial architecture and the work of Bulfinch.

Down the length of Pierson Court are well proportioned dormitories in the style of old Connecticut Hall. The façades are accentuated by doorways reminiscent of Portsmouth and Salem, executed in wood, and domestic in scale.

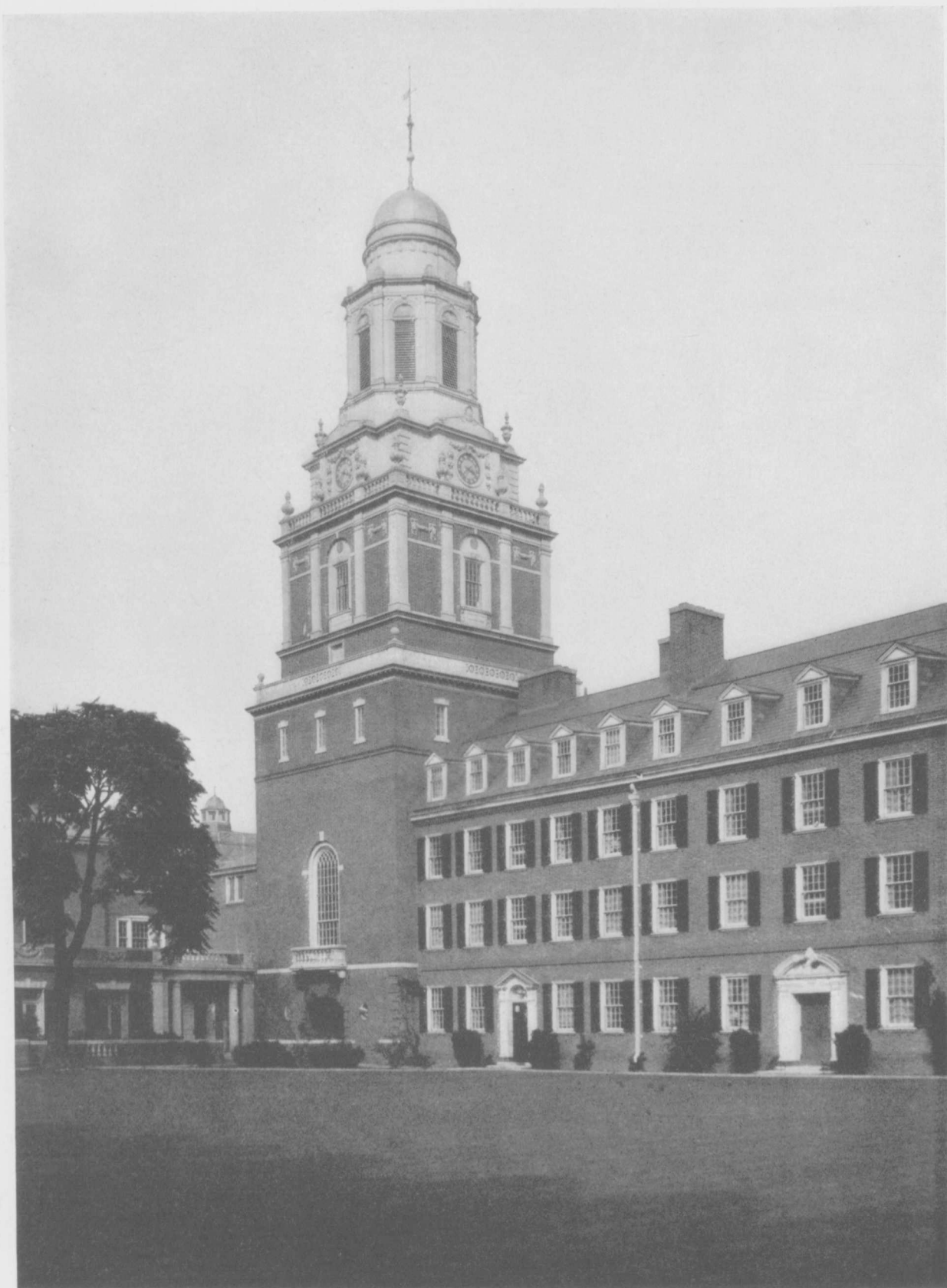


William Clyde DeVane, Yale 1920, Assistant Professor of English, Fellow of Pierson College, in his Study with Frederick Heller, Yale 1931, a graduate student in English

COLLEGE



PIERSON COLLEGE: The main entrance-gateway from York Street, between DKE House (left) and the Davenport College Dining Hall (right). Pierson Tower is in the center. It is so arranged that one standing beneath the Tower in the middle distance, and looking this way, obtains a fine view of Harkness Tower across York Street



PIERSON COLLEGE: The Tower, which "is to the Georgian architecture at Yale what Harkness Tower has become to American Collegiate Gothic in general"

COLLEGE



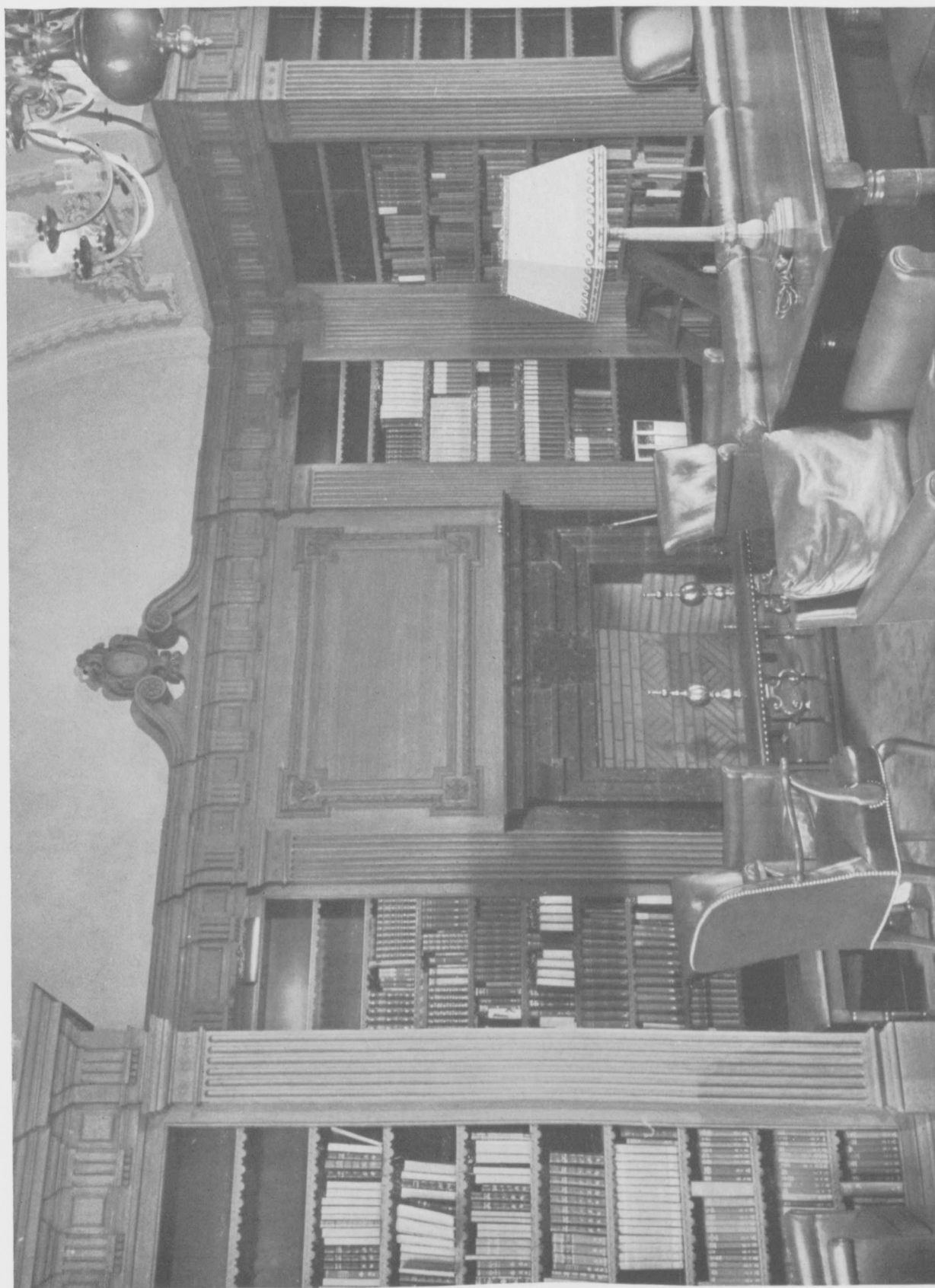
PIERSON COLLEGE: The Undergraduate Common Room



PIERSON COLLEGE: Student entrance from York Street



PIERSON COLLEGE: The Northwest corner of the Court; the Common Room is reached in the Spring through French windows at the right and adjoins the Dining Hall



PIERSON COLLEGE: The Library is a strikingly handsome Colonial room, two stories high. Directly above it in the Tower is a large room, now used for storage, which will in time come to be used as the Reference Room of the Pierson College Library. The panelling is hand-carved white pine, natural finish. The furniture is of green leather and red leather, equally divided. The desks and tables have been allowed to retain the natural color of their wood. The fireplace mantel, around which everything in the room centers, is of stunning black marble



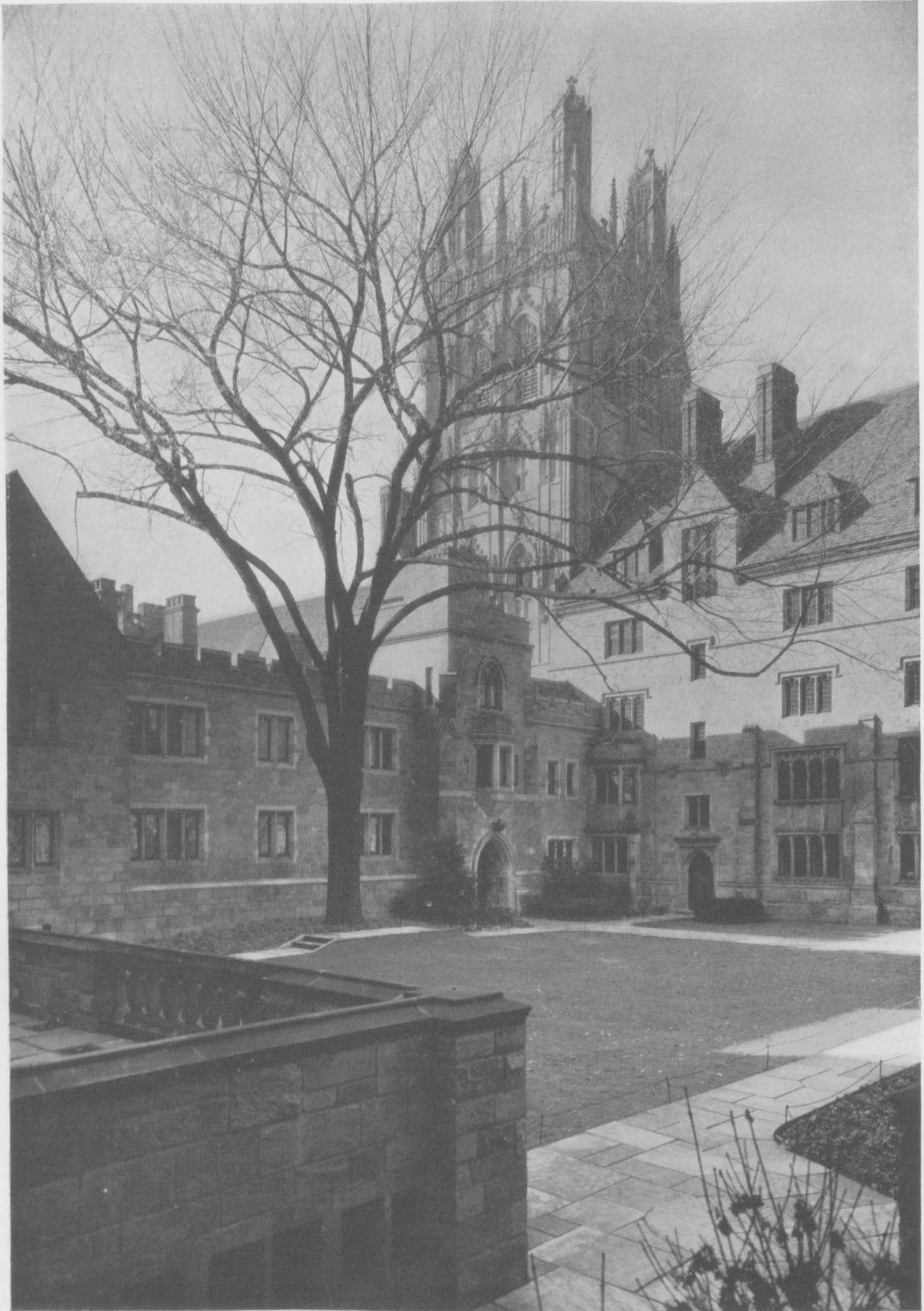
PIERSON COLLEGE: The South end of the Court. Beyond the low center buildings are the Junior Fraternity Houses



PIERSON COLLEGE: The Master's Study. The rug is a figured brown, and the draperies and furniture a rich red



PIERSON COLLEGE: The Dining Hall has high arched clerestory windows over a paneled dado; at the end hangs a portrait of Edward S. Harkness



SAYBROOK COLLEGE: The beautiful Wrexham Tower as seen from the passageway from Killingworth Court to Saybrook Court



Professor Elliott Dunlap Smith, Yale 1928 Hon. (at right), Master of Saybrook College, with two student visitors

Saybrook College

Named after the town of Saybrook, Conn., where the Collegiate School was conducted under Rectors Pierson and Andrew from 1702 to 1716, when it was removed to New Haven, to become Yale College in 1718.

Location—the northern half of the Memorial Quadrangle.

Accommodations for 186 students.

Architect—James Gamble Rogers, '89.

Master

Elliott Dunlap Smith, '28 Hon.

Honorary Fellows

President James Rowland Angell, '21 Hon.; Edward Stephen Harkness, '97, '25 Hon.

Fellows

Alfred Raymond Bellinger, '17, '25 Ph.D.; Harold Glenn Dietrich, '26 Ph.D.; William Douglas, '18, '23 Art; William Huse Dunham, Jr., '23, '29 Ph.D.; John Archer Gee, '16, '26 Ph.D.; Albert Galloway Keller, '96, '99 Ph.D.; Angelo Lipari, Everett Victor Meeks, '01, '17 Art, '19 Hon.; Sydney Knox Mitchell, '98, '07 Ph.D.; John Collins Pope, '25, '31 Ph.D.; Olin Glenn Saxon, '31 Hon.

Associate Fellows

John Milton Berdan, '96, '99 Ph.D.; Rev. Arthur Howe Bradford, '05, '25 Hon.; Arthur Linton Corbin, '99 L., '09 Hon.; Robert Ernest Doherty, '31 Hon.; Morris Hadley, '16; Samuel Clark Harvey, '07 S., '11 M.; Harry Benjamin Jepson, '93, '94 Mus., '07 Hon.; Leigh Page, '04 S., '13 Ph.D.; James Gamble Rogers, '89, '21 Hon.; Edwin Cassius Taylor, '10 Art, '19 Hon.; Walter P. Eaton.

SAYBROOK COLLEGE shares the Memorial Quadrangle with Branford College, occupying Saybrook and Killingworth Courts, and the old "Gold Coast" on the North or Elm Street side of Branford Court, between High and York Streets. The "Gold Coast" was made into a dining hall by following the same procedure as in Branford College; that is, the interior floors and partitions were removed, a new ceiling was added

under the roof, and the area of glass increased in the existing bay windows.

As a result, both the old exterior and the new interior are handsome versions of the Baronial Hall of Tudor England, the ensemble being somewhat like a reconstruction of one of Nash's lithographs from "English Mansions." The ends of Saybrook Dining Hall, which might otherwise seem too long for its height, have been separated from the main body of the room by screens consisting of two pointed masonry arches resting on piers. A similar feature, though on a more massive scale, may be seen in the Main Reading Room of the Sterling Memorial Library.

To connect the two Courts, an arch was cut through the separating north-and-south middle wing. Like all the necessary alterations to the exterior, of which there were very few, the new masonry seems to be of the same age as the rest, and the new feature to have been part of the original design.

The Common Room connects with the Dining Room, occupying the first floor of the central wing between the Courts. Over it is the Library. This, instead of being a single great room, is made up of a series of small ones, so that it is possible for a large number of men to be using the Library at one time without being aware of each other's presence.

The Fellow's suites in Saybrook are typical of those in the Colleges as a whole. They vary in size and equipment; the larger ones having a living room, a library, a dining room with kitchen and pantries, a bedroom and bath, a guest room and bath, and servants' quarters. Thus a resident Fellow may establish himself as comfortably as in a first-class apartment and still remain in close touch with the life of his College.

This College has an unusual feature in its small Dining Room, which is complete with its own kitchen. It is in the style of the early Nineteenth Century, down to such details as a hob grate in the fireplace.

The tradition of excellent workmanship which characterized the older structure was adhered to in the alterations. It may be noted in this connection that the new ornament is generally richer in detail; this is particularly true of the Common rooms, where no effort has been spared to provide a handsome background. In each case the woodwork and fittings were specially designed and executed.



SAYBROOK COLLEGE: The Dining Hall is a successful adaptation of the old Baronial Hall of England. The ends of the Hall are separated from the main Dining Hall by pointed masonry arches

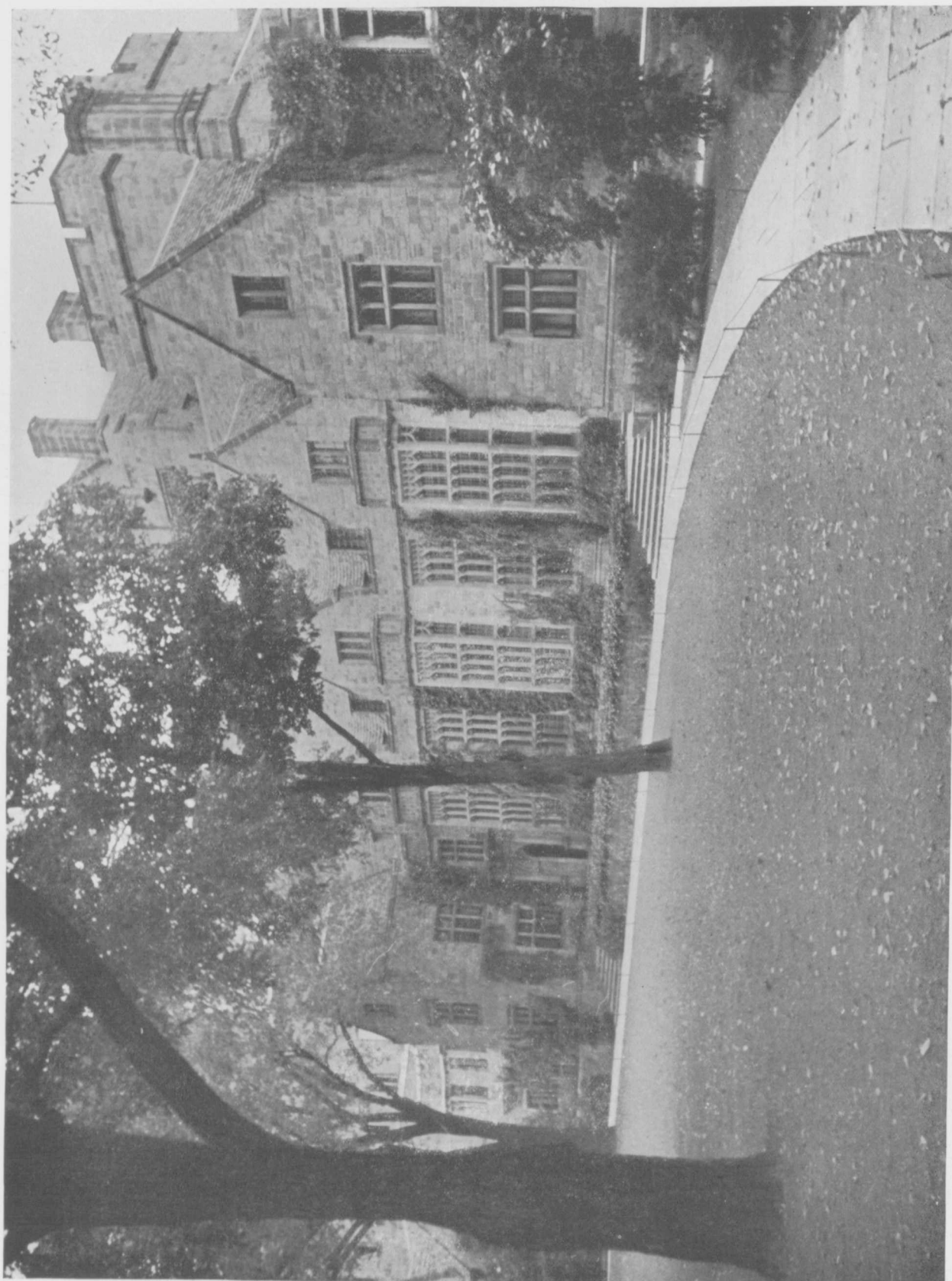
COLLEGE



Dean Everett V. Meeks, Yale 1901, Dean of the Yale School of the Fine Arts, lives in a suite of private rooms in Saybrook College



SAYBROOK COLLEGE: The Student Common Room has a soft color scheme with its green leather armchairs, brown rug, and natural pine panelling. There are portraits of Caleb Shipman, by Rembrandt Peale, and of James Fenimore Cooper (Yale 1806)



SAYBROOK COLLEGE: The former "Gold Coast" is now the Southern facade of the Saybrook Dining Hall



Professor Harry B. Jepson, Yale 1893, University Organist and Professor of Applied Music, has a music room in Saybrook College, where musically interested students may gather



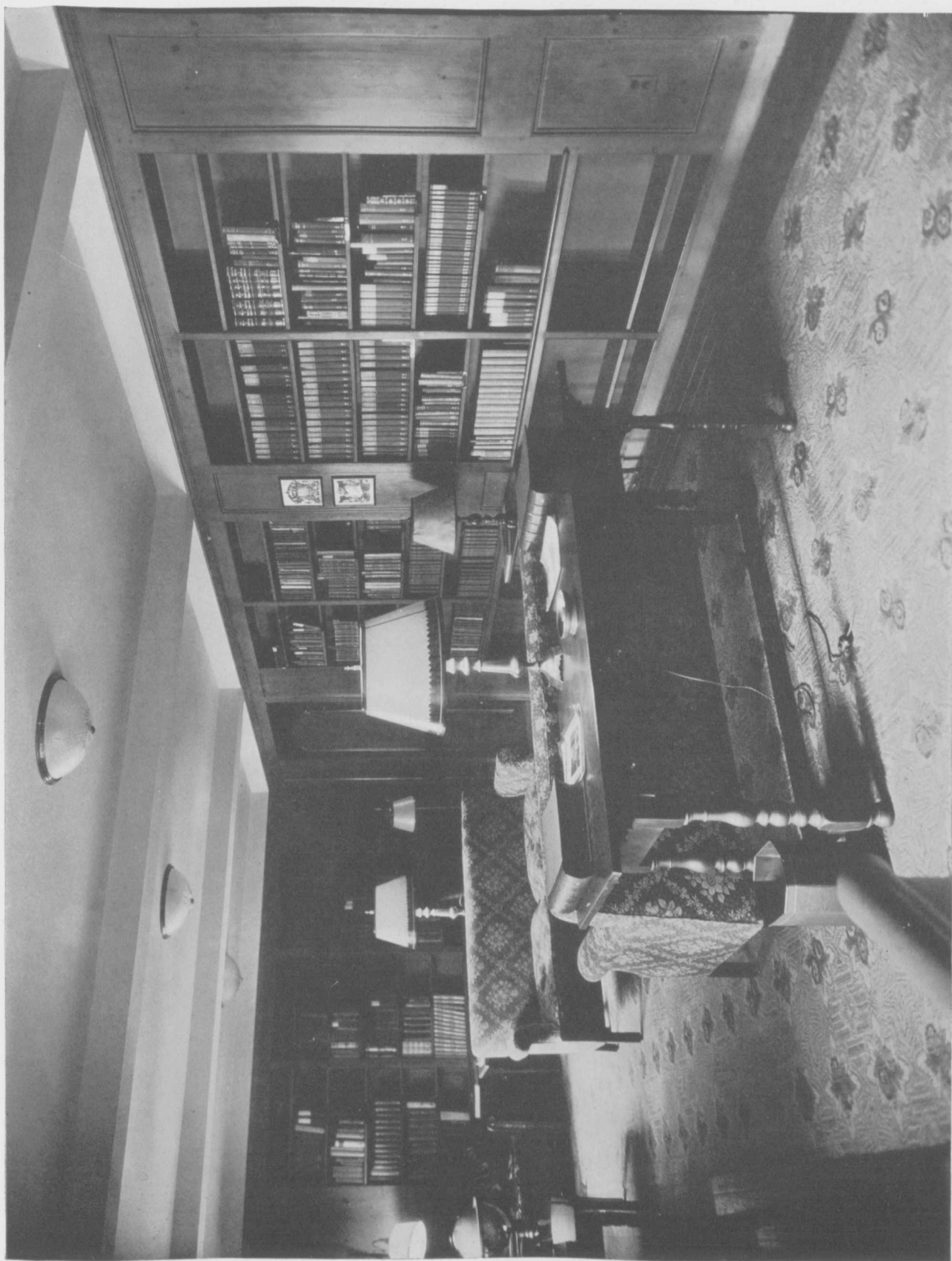
Professor Sydney Knox Mitchell, Yale 1898, Professor of History, has his Campus office in Saybrook College



SAYBROOK COLLEGE: One of the small reading rooms made out of former student rooms, connecting with the double-sized Reading Room.
See opposite page



SAYBROOK COLLEGE: The Smaller Common Room, where students may, at present, entertain outside guests up to nine o'clock in the evening.
It was originally designed as a lounge for members of the Faculty



SAYBROOK COLLEGE: The main Reading Room. Seven rooms, formerly students', were made into the five interesting ones that make up Saybrook Library, which has shelving for 12,000 books



TRUMBULL COLLEGE: The Court side of the Dining Hall, which, with its tall lancet windows, has a strikingly dignified architectural effect. Harkness Memorial Tower, of Branford College, on the other side of Elm Street, rises over the roof



Professor Stanhope Bayne-Jones, Yale 1910, Master of Trumbull College
(at left), with the Senior Aide of the College

Trumbull College

Named after Jonathan Trumbull, LL.D. 1779, Governor of Connecticut during the Revolutionary War.
Location—Elm Street between High and York, south of the Sterling Memorial Library.

Accommodations for 160 resident students

Architect—James Gamble Rogers, '89.

Gift of the Trustees of the Estate of John W. Sterling, '64.

Master

Stanhope Bayne-Jones, M.D., '10, '31 Hon.

Honorary Fellows

President James Rowland Angell, '21 Hon.; Edward Stephen Harkness, '97, '25 Hon.

Fellows

Robert R. R. Brooks, '31 Grad.; Hollon Augustine Farr, '96, '04 Ph.D.; Ralph Henry Gabriel, '13, '19 Ph.D.; Frederick Whitley Hilles, '22, '26 Ph.D.; Harry Mortimer Hubbell, '02, '13 Ph.D.; John Spangler Nicholas, '21 Ph.D.; Filmer S. C. Northrop; Edward Simpson Noyes, '13, '24 Ph.D.; Edward Stevens Robinson, '27 Hon.; Edward Sapir, '31 Hon.; Joseph Seronde, '05, '15 Ph.D.; Roscoe Henry Suttie, '11 S., '13 C.E.; John Arrend Timm, '19 S., '22 Ph.D.

Associate Fellows

Harvey Cushing, '91, '13 Hon., '19 Hon.; Richard Frank Donovan, '22 Mus.; Samuel Herbert Fisher, '89, '92 L., '20 Hon.; Frederick Augustus Godley, '08; Allardyce Nicoll, M.A.; George Henry Soule, Jr., '08; William Henry Welch, '70, '96 Hon.; Charles-Edward Amory Winslow, '15 Hon.; Milton Charles Winternitz, '17 Hon.

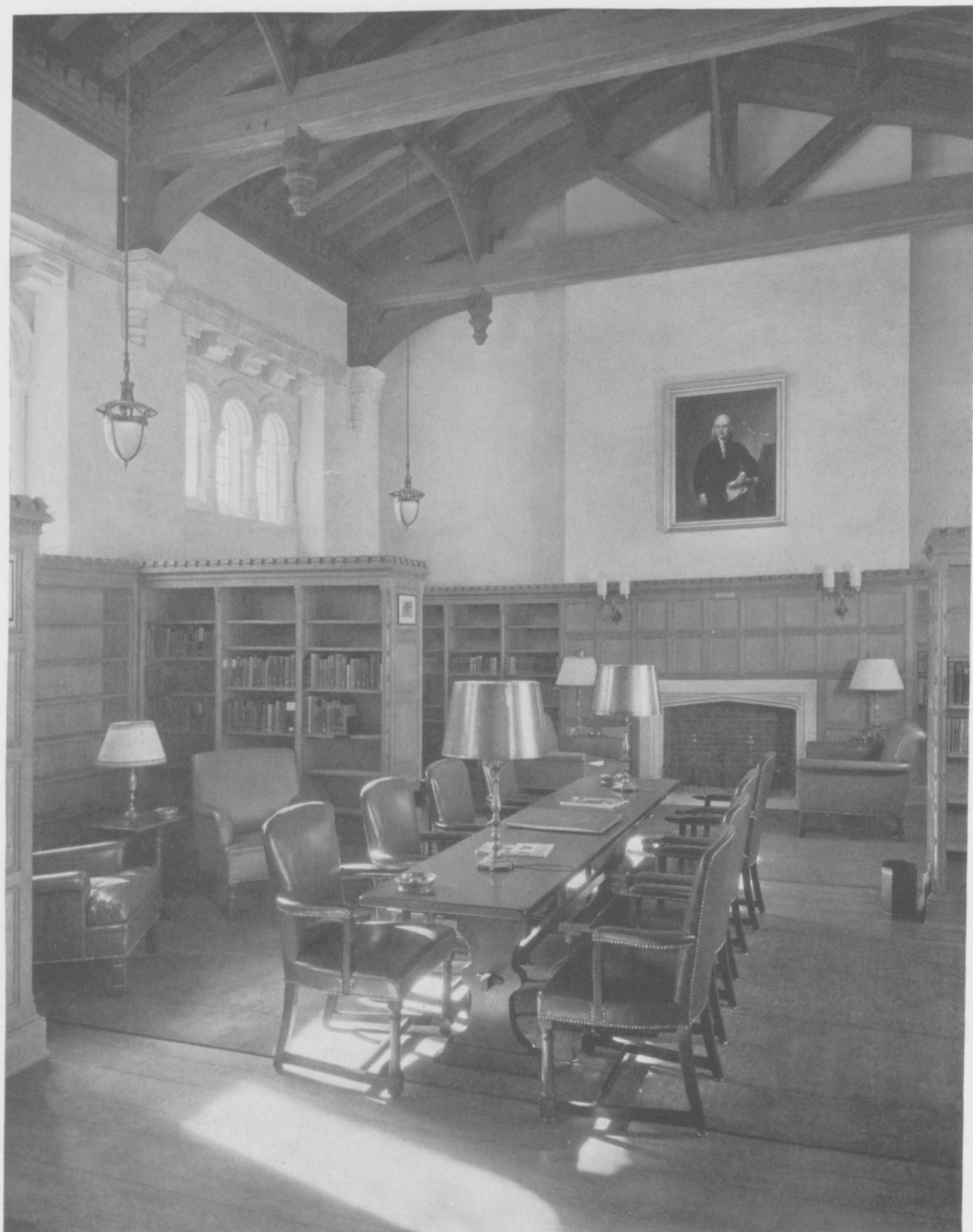
FACING Elm on the Old Gym site, and occupying the balance of the block on which the Sterling Memorial Library stands, Trumbull College has caught the spirit of the architecture of that beautiful building, and is thus a fitting companion for the Library. It runs along the Southern side of the block, with its main Court parallel to Elm and with smaller courts at the York and High Street ends.

Like the Library, Trumbull is more contemporary in style than the other Colleges. Whereas in the Memorial Quadrangle, built in 1920, architect Rogers showed that he is a master in the use of an historical style, in the Library he showed that he was developing a style which had its roots in Gothic, but had in it as well an expression of the new methods of construction, and a reflection of our modern life and ideals. This is well illustrated in the decoration by the sculptor, Lee Lawrie, '10 Art, '32 Hon., which is very restrained, being almost flat and applied at telling points.

The most striking unit of the Trumbull College group is the Dining Hall, facing Elm between the two residential wings. It is simple and severe, a low mass of heavy masonry. Its only ornament is a series of triple lancet windows, which, in proportion and rhythm, recall the Romanesque fabrics of England. The building acts as a visual foundation for the great book-stack tower of the Library which rises superbly beyond it.

The ingenuity with which all the essentials of a complete College on a comparatively restricted area were provided for, without any feeling of crowding, but rather with a feeling of amplitude, has been accentuated by the liberal amount of fenestration in Trumbull College.

The architect's skill is further shown, in that—while this College is perfectly subordinated to the Library—it is at the same time perfectly adapted to its totally different function. It looks its part—the perfect milieu for a contemplative, but by no means dormant, life.



TRUMBULL COLLEGE: The Library is on the second floor, and overlooks the Dining Hall from a glassed-in balcony



TRUMBULL COLLEGE: The corner of Elm and High Streets as it is today



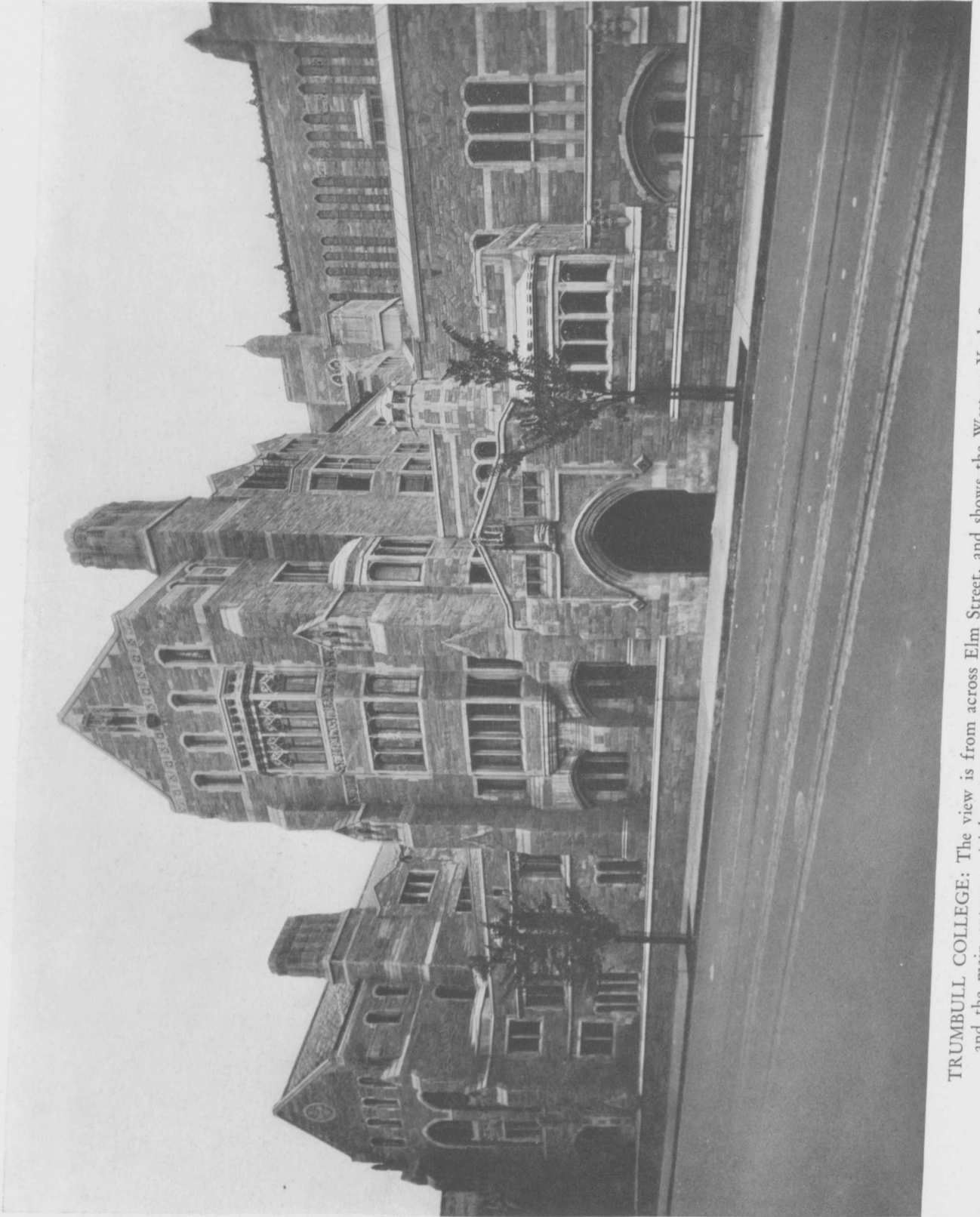
TRUMBULL COLLEGE: The West Court facing Elm Street. This view shows Wrexham Tower and roofs of Saybrook College over the low building at the end of the walk



TRUMBULL COLLEGE: The Dining Hall, the view showing the College Library on the mezzanine floor.
At the left is a one-story extension along Elm Street



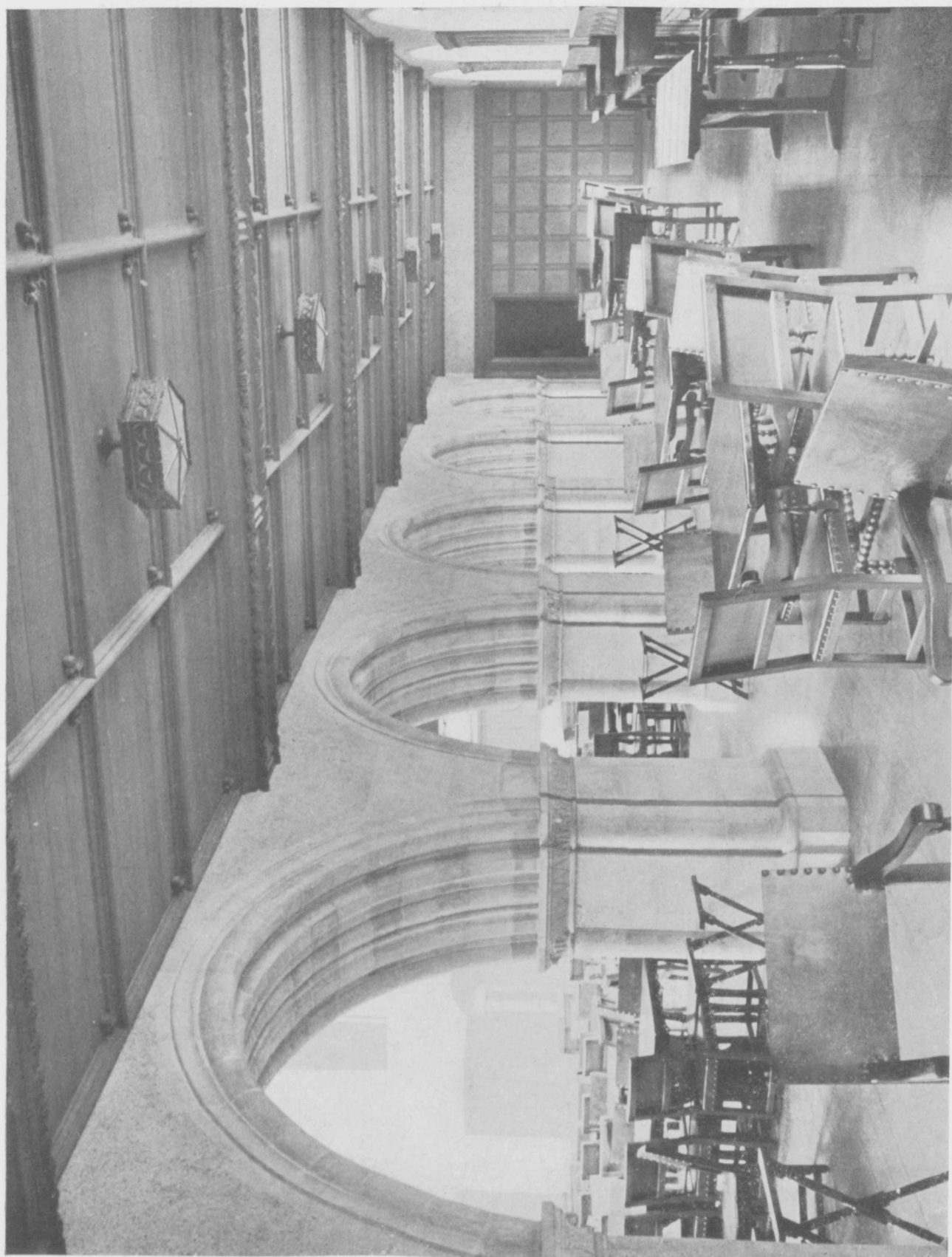
TRUMBULL COLLEGE: The Faculty Room has natural finished panelling,
a green carpet, red and green leather and upholstered chairs



TRUMBULL COLLEGE: The view is from across Elm Street, and shows the West or York Street wing (at left), and the main entrance (right center) to the Court, with the Sterling Memorial Library in the background



TRUMBULL COLLEGE: The Students' Common Room is separated from the Dining Hall by an amber glass partition; its furniture is in black leather, the panelling is natural finished wood, and one of the two celebrated portraits of Governor Trumbull hangs over the fireplace



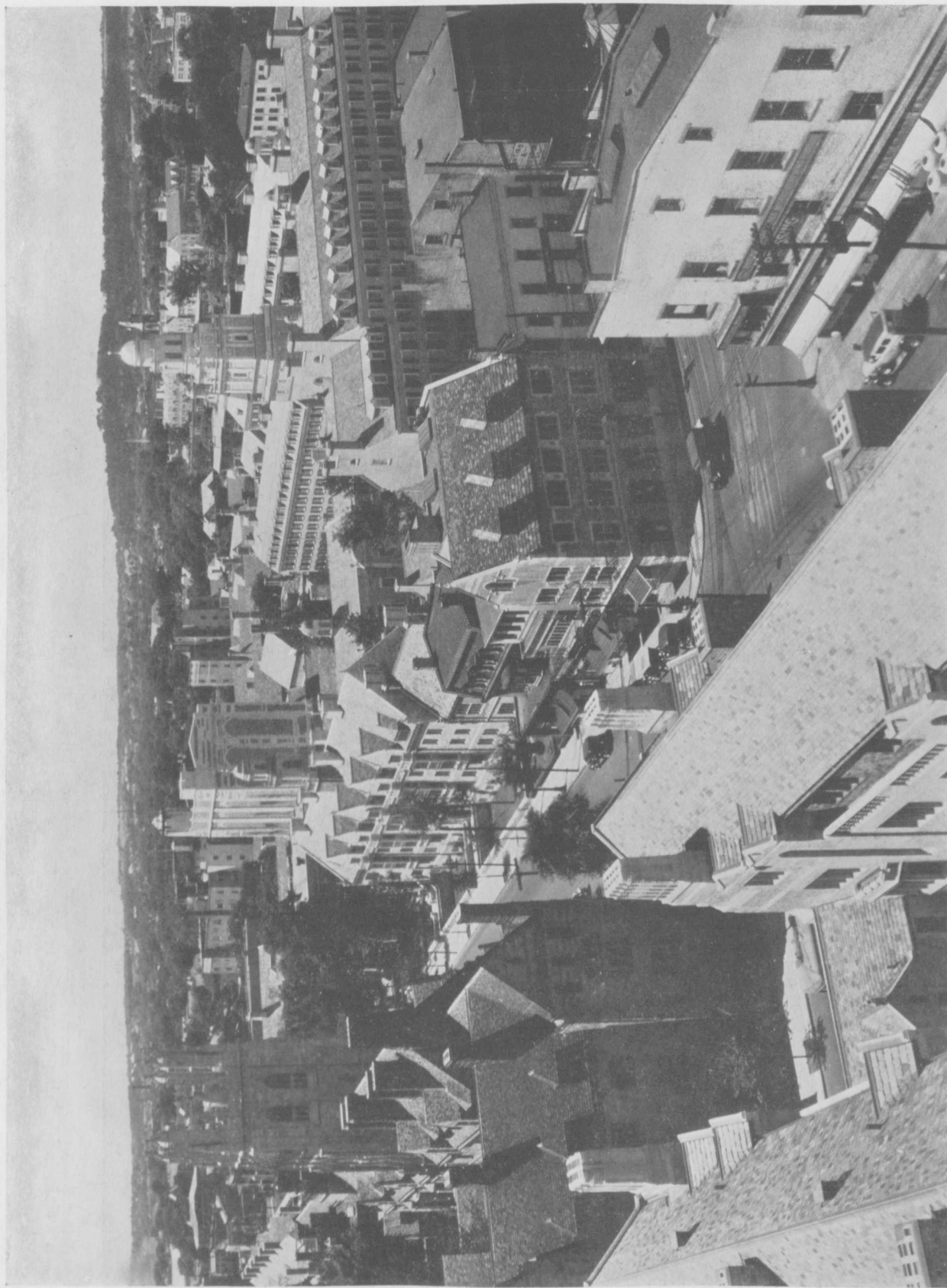
TRUMBULL COLLEGE: The low-ceilinged, one-story, Elm Street wing of the Dining Hall is popular with student diners; to the left is the main Dining Hall



Professor Ralph H. Gabriel, Yale 1913, Professor of History,
in his Trumbull College Study



Professor Hollon A. Farr, Yale 1896, Associate Professor of German and
Junior Class Officer, in his living quarters in Trumbull College



SIX OF YALE'S RESIDENTIAL COLLEGES: From atop the Sterling Memorial Library we see, in the left foreground, the roofs of Trumbull College, at the corner of Elm and York Streets; at the left, and on this side of Wrexham Tower, is Saybrook College; just beyond lies the West facade of Branford College; beyond Branford may be seen the roof and chimneys of the York Street wing of Jonathan Edwards College; in the center of the picture, under the University Theatre tower, is the great quadrangle of Davenport College, with its northern facade extending to the far right of picture; Pierson College lies around and beyond its commanding Georgian Tower in upper right. Calhoun College, at Elm and College Streets, is not shown

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